

## THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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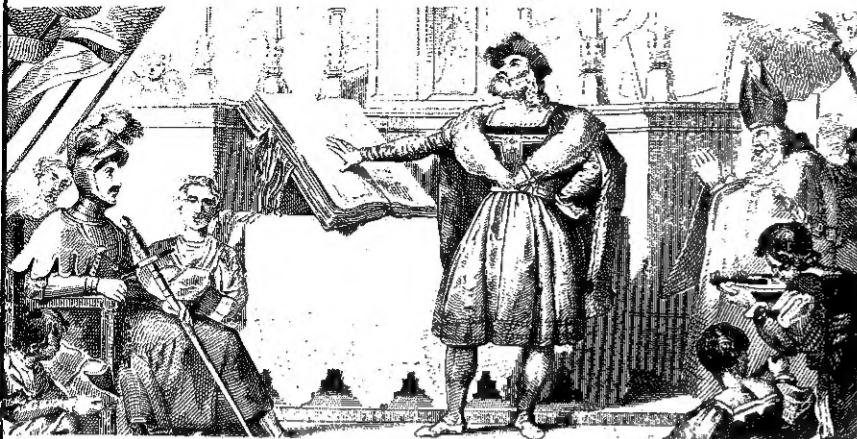
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## A Message From Your President

**VICTOR H. VROOM**

The most recent meeting of the Executive Committee held in Washington, DC on May 29th and 30th was a productive one and provides much of the substance for this report. A surprise development came in the form of a draft report prepared by Ernst and Whinney, APA's accountants, following a review of tax issues related to divisions. **Lew Albright** obtained an advance copy of this report to be discussed by the APA Board of Directors at their meeting on June 19th, and we discussed it at some length because of its relevance to the issue of incorporation. The report recommends that APA reverse its long-standing opposition to incorporation by divisions and strongly encourages its divisions to obtain corporate status.

Much of the report details the substantial legal and financial benefits to be obtained from incorporation by APA divisions and by the APA itself. It recognizes that APA divisions are enjoying an increasingly broad range of activities. One division (unnamed) is cited as having intervened in a legal action and several are reported as publishing newsletters and journals containing solicited advertising. Some of these activities are described as potentially damaging to the tax-exempt status of APA and to the division if it has its own tax-exempt status. The risks include penalties and both retrospective and prospective tax liabilities which might obligate APA should the division be unable to pay.

The report recommends that APA seek a group tax-exemption for its divisions, and actively encourage that divisions seek incorporation. A group exemption would enable the APA to file one annual tax return for its divisions thus easing the administrative burden on division officers. It would be necessary, however, for APA to obtain periodic reports from each division to ascertain that it was not engaging in activities which are inconsistent with its tax-exempt status.

You should realize that this is a recommendation to the APA Board of Directors and not an action by the Board. The earliest possible implementation date mentioned in the report was January 1982. Your Executive Committee saw nothing in the report that should deter us from our planned vote on incorporation this fall and, in fact, strengthened the view that incorporation of divisions is a sensible course to follow not only for Division 14 but also for APA. We are continuing to monitor this rapidly developing situation, however, and will keep you informed both in the pages of *TIP* and at the Open Forum in Los Angeles.

Most of you have followed the progress on the Commission on the Organization of APA. The structural changes recommended by that Commission in which we have been so ably represented by **Dick Campbell** seem to your Executive Committee to be sensible and to provide a vehicle for the continued evolution of APA in somewhat decentralized form. I was somewhat disappointed to hear from Dick that the Board of Directors does not see sufficient support, particularly from the clinicians, for a favorable vote on the necessary changes in by-laws. They are opting instead for more modest trial of some of the ideas through changes in the Rules of Council. The precise form of the trial program awaits the first meeting of the Council of Representatives in Los Angeles. Come to the Open Forum for further information.

Any doubts that your president had about the support provided by the APA Central Office for matters of science have been dispelled by watching the incredible efforts of that body in organizing measures to deal with the funding crisis precipitated by the policies of the Reagan administration. **Mike Pallak** and the APA Research Support Network have been in daily contact with federal agencies, Congressional and White House sources, other membership organizations and individual psychologists in a massive undertaking. All of us who are concerned with research, whether basic or applied, owe a vote of thanks to this group for what we hope and pray will be a successful effort.

Since this will be my last column as President in these pages of *TIP*, I would like to express my sincere thanks to the members of the Executive Committee, to the committee chairs and to approximately one hundred committee members who worked so diligently to advance the interests of the division. Signs of the health of our division abound. Membership applications are up, our financial condition is sound and, of most significance, we are increasingly viewed from the outside as a model of how scientific and professional concerns can be effectively met by a single organization. To the preservation of this state of affairs we must all remain dedicated.

## Profile: Patricia Cain Smith

Most I/O psychologists are familiar with the Job Descriptive Index (JDI) and one of its prominent developers, **Patricia Cain Smith**. What seems to have been overlooked in the work of **Pat Smith, Lorne Kendall, and Charles Hulin** is another index described in their book, the Retirement Descriptive Index, or RDI. This index is especially important to Pat now that she has officially retired.

Actually, Pat has not retired but rather has redirected her efforts. After 30 years of academic life, Pat has decided to spend her leisure time by returning to her early career vocation, consulting work. She is presently consulting on issues of industrial motivation, organizational diagnosis, and the selection interview. Pat, together with **Bonnie Sandman**, has introduced a series of "how to do it" workshops for personnel executives on EEOC cost reduction and the interview.

Pat was born in Minneapolis, where her mother happened to be visiting in 1917, and spent her early years in Montana, Iowa, and Illinois before settling in Nebraska. She took her B.A. from the University of Nebraska where she was most influenced by **J. P. Guilford** who set her on the way to psychometric interests. After Nebraska, Pat sampled graduate work at Northwestern University and Bryn Mawr College before arriving at Cornell to work with **T. A. "Art" Ryan**. Though her stop at Bryn Mawr was brief, it had a significant impact on her career because of the influence of **Harry Nelson**. His theory of adaptation level greatly affected Pat's later approach to satisfaction as relative to alternatives available to the individual. At Cornell, research in aircraft landing strip



markings was the catalyst for the numerous studies published in *Perceptual and Motor Skills* in the mid 60's by Pat and **Olie Smith** on spatial perception.

Pat received her Applied Psychology doctoral degree in 1942 after completing her dissertation on individual differences in susceptibility to industrial monotony. Her minor at Cornell was in neurology, an area that she pursued to obtain a better understanding of fatigue and stress. After studying monotony at Cornell, Pat looked for excitement in the consulting world. Her first position was as an intern at Aetna Life where she worked on the problems of job analysis, job evaluation, interviewing, and time and motion studies. From Aetna, in 1944, Pat moved to Kurt Salmon Associates to begin a 20 year affiliation, first as full time Director of its Personnel Division and later as its part time Research Director.

In 1949 Pat joined the faculty of Cornell University and achieved many "firsts" in the endowed (as distinguished from the state supported) school. Pat was the first woman on that graduate faculty, first woman granted tenure, and first woman full professor. In 1966 Pat headed back to her midwestern roots and joined the faculty at Bowling Green University where she continued her interests in job satisfaction, work values, interviews, and performance appraisal.

In addition to her numerous contributions to the literature of I/O psychology, Pat has been an important member of Division 14. She has been on and chaired several committees: Professional Affairs, Scientific Affairs, Membership and representative to APA's Council.

For leisure activities, Pat enjoys listening to music, symphonies and quartets, and reflects on her own violin playing days. She also enjoys expressionistic art and is currently imagining a new "Faces Scale." A more serious constructive activity is her volunteer work at Bowling Green's city crisis intervention center.

Pat's contribution to the field of I/O is acknowledged by many. Her students (grads and undergrads), who have included **Chuck Hulin, Ed Locke, Lorne Kendall, Jim Maas, John Hinrichs, Frank Landy, Ginny Schein, Bob Ewen, John Bernardin, Shelly Zedeck, Jan Wijting**, among others, especially appreciate her support, humor, and sensitivity. We all wish Pat the best in retirement. We don't need a BES to reflect our expectation for the "Mother Superior of I/O Psychology" and we sincerely hope that she scores highly on some of the scales of the RDI, such as Activities and Work, Financial Situation, and Health.

## SPECIAL ANNOUNCEMENT

A 1980 Addendum to the Survey of Graduate Programs in Industrial/Organizational Psychology and Organizational Behavior is now available to supplement the 1978 Survey. New information is available pertaining to 22 programs in I/O and OB. For those who want a copy of this addendum, please write to:

**Lewis E. Albright**  
Director, Training and Development  
Kaiser Aluminum and Chemical Corporation  
300 Lakeside Drive, Room KB 2140  
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## 14 TIPBITS

SHELDON ZEDECK

This issue reflects, in part, the research vitality of Division 14. In addition to the Division 14 APA Convention program, this issue contains several announcements of conferences that require input and participation from the members, descriptions of past meetings and workshops, and a capsule summary of the Division's Innovations in Methodology conference. The question now facing Division 14 is the effect of the Reagan administration's budget proposal on social and behavioral research. *TIP* encourages Division 14 members to actively monitor the budget situation and to solicit continued, if not increased, support for research problems, basic and applied, addressed by its members. We especially need to convey to the administration and Congress a clear understanding of the contributions that members' research has made towards meeting important economic and social problems.

In the August 1980 *TIP* issue, members were urged to attend the Open Forum at the convention so that the APA reorganization and Division 14 incorporation proposals could be discussed. This year, in Los Angeles, the Open Forum will again be discussing these issues (see **Vic Vroom**'s message and **Art MacKinney**'s article in this issue). The encouraging note is that this year's forum will report on progress made on these issues. Of special note is the incorporation issue. During the year long discussion of this topic in the pages of *TIP*, it was often suggested that incorporation would provide more political clout in APA for Division 14. It now appears that APA will recommend that all divisions incorporate. *TIP* takes this news as a sign of Division 14's already existing clout but wonders what happens when we're all "equal."

### NEWS AND NOTES...

Division 14 members continue to be honored and invited to address learned societies and groups. **Sid Fine** read a paper, "My Career in Career Development," on the occasion of his being honored as a "pioneer" in career development work at the convention in Boston of the American Society for Training and Development, May 18-22, 1981.... **Don Super**, also honored at the ASTD convention, will be off to Spain in October to lead a six-day working meeting of the Work Importance national project directors. This project is developing instruments for a major study of values sought in major life roles in a dozen European and American countries. In Winter of 1982 Don will return to the University of Florida where he will be a Visiting Professor of Psychology.... **Gary Latham** was invited by the Psi Chi chapter of the Stevens Institute of Technology to give the annual Frederick Gaudet lecture. The title of his talk was "Applying What We Know—Well." Gaudet was from Nova Scotia. It was undoubtedly the first time in history that a Nova Scotian paid for a fellow Nova Scotian to come to Hoboken. Gary was most pleased about having the opportunity to visit Hoboken but, then, *TIP* has always wondered about his goals.... **Roger Gill** caused a stir in the national press in the U.K. in December by his paper to the London Conference of the British Psychological Society suggesting that employers may over-emphasize the importance of intelligence when selecting potential managers. Imagine the effect on the British economy! Not to be stopped, Roger moved on to Singapore where he advised its National Productivity Board on the assessment and development of management poten-

tial in Singapore industry. He spent the month of January training 14 of their management consultants in the assessment center technique.

**Mike Raphael** has accepted a position as Manager, Organization and Management Development for Easco Hand Tool Company in Springfield, Mass., where he will be responsible for all management and organization development and manpower/succession planning for all of the company's operations.... **Lynn Summers** is now Director of Franchise Management Development in the Human Resources Development Division at Hardee's Food Systems, Inc. Their office is located in Rocky Mount, North Carolina but Lynn may be found slinging hamburgers in almost any part of the country.... **Marshall Sashkin** is now Professor of I/O Psychology in the Graduate School of University of Maryland University College. This position has taken Marshall to Japan where he has taught performance appraisal.... **William Schiemann** has been appointed Vice President, Employee Relations Research for Opinion Research Corporation in Princeton, N.J. His section provides consultation to top management regarding employee relations issues, with special emphasis on employee attitude, communication, and compensation/incentive surveys, climate assessment, and performance audits.... Moving west, **Lloyd Marquadt** has joined the consulting firm, Occidental Consulting Group, Inc., located in Lafayette, CA (not too far from the *TIP* offices).

**John Bernardin** has a grant from the National Institute on Education to study models of school systems' effectiveness. He is seeking any unpublished technical reports of research related to this topic. He would be semi-happy to cover all reproduction and mailing expenses. Write John at the Department of Psychology, VPI & SU, Blacksburg, VA 24061.... **Howard Lockwood**, Director-Management Development of Lockheed Corp., has been awarded the Gold Knight of Management from the Southern California Area Council of the National Management Association. As chair of NMA's productivity committee, Howard produced a slide/tape presentation, "Productivity Is Not A Dirty Word," which has been shown nationally.... **Robert Perloff**, President of the Eastern Psychological Association, has directed that the EPA President's Award of 1981 be given to Ohio State's Psychology Dept. Creativity Fund in honor of **S. Rains Wallace**. The award is to be used for faculty development.

In the last issue of *TIP*, an announcement was made regarding the Edwin E. Ghiselli Award and how contributions could be made to it (the announcement is repeated in this issue). *TIP* and the fund gratefully acknowledge and thank the first donors—**Dick Campbell, Tom Bouchard, Larry Cummings, Allen Schuh, Tim Oleno, Wayne Kirchner, and B. Von Haller Gilmer**.

THE DEADLINE FOR RECEIPT OF ITEMS  
FOR THE NOVEMBER ISSUE OF *TIP* IS  
SEPTEMBER 15, 1981.

## CONFERENCE ON TESTING, ASSESSMENT AND PUBLIC POLICY

At its May 22-23 meeting, the Steering Committee for the APA Conference on Testing, Assessment and Public Policy selected a number of topics to be addressed at the Conference. The aim of the Conference, sponsored by the Board of Directors, is to generate discussion of controversial issues in testing that have policy implications, and, ultimately, to lead to recommendations to the Board of Directors about potential APA policy activities relating to testing. The Conference will be co-chaired by **Robert Glaser**, University of Pittsburgh and Chair of the Steering Committee, and **Mildred Katzell**, The Psychological Corporation and Board of Directors Liaison to the Steering Committee.

- I. Employee Selection: Federal Guidelines, **C. Paul Sparks**, Exxon Company, Chair
- II. Test Disclosure and "Truth in Testing," **Lisa Soule**, APA, Chair
- III. Assessment of the Handicapped: Federal and State Regulations, **Nadine Lambert**, University of California-Berkeley, Chair
- IV. Minimum Competency Testing, **Carol Kehr Tittle**, University of North Carolina-Greensboro, Chair
- V. Competence, Ethics and Due Process in Test Use, **Lenore Harmon**, University of Illinois, Chair
- VI. Relationships between Assessment and Intervention, **Asa Hilliard**, Georgia State University, Chair
- VII. Cultural Diversity in Testing, **Esteban Olmedo**, APA, Chair
- VIII. Information for the Courts and Public Policy Makers, **Joan Zaro**, APA, Chair

Each session will consist of brief presentations by three speakers, followed by a discussion period with audience participation. The Conference will be held in Los Angeles on Tuesday, August 25, from 9-11:50 a.m., and from 1 to 4:50 p.m., in Room 208 of the Convention Center. Times and speakers for the individual sessions will be announced later. For additional information, contact **Esteban Olmedo**, Ethnic Minority Affairs Office, or **Lisa Soule**, Scientific Affairs Office.

### SPECIAL ANNOUNCEMENT

If you are planning to write a book, have just written a book, wrote a book several years ago and the sales are down, or you simply read books, request that the publishing company advertise in **TIP**. It is expensive to produce **TIP**; we can use all the revenue you can generate. Have the publisher contact **Larry Fogli** at the **TIP** offices or pass along the advertising rate information which appears at the end of this issue.

## APPLIED BEHAVIOR ANALYSIS

JUDI KOMAKI

### Why Don't We Reinforce More?

Have you ever wondered, as I have, why such an obviously beneficial strategy as positive reinforcement is so routinely avoided in work settings? It doesn't take an advanced degree to figure out its importance and the principle on which it rests is fairly straightforward.

In the February issue of **TIP**, I posed this question and invited the membership to respond.

### Who Replied?

The membership spoke in the form of 6 replies: 4 from industrial addresses and 2 from academic ones. In addition, I solicited 10 responses from members of the Summit Group (Mean age = 44.5 years, Experience = 15.8) and 44 from the Southeastern Industrial/Organizational Psychologists' Group (Mean age = 34.2, Experience = 4.3).

### The Results

Speculation ranged widely as to why managers avoid providing reinforcement for performance. However, cultural, personality, and environmental factors topped the list of suggested reasons.

*Cultural factors.* Cultural factors and their effects were cited by half of the respondents (51%) as the reason for the avoidance of positive reinforcement (Table 1).

Table I

### Reasons for Avoidance of Positive Reinforcement

Cultural factors	51%
Management by exception	20%
Masculine stereotype	5%
Lack of skills or models	11%
Deliverer's discomfort	6%
Subordinates' reactions	9%
Personality factors	15%
Environmental factors	12%
Time pressures	7%
Poor appraisal instruments	5%
Doubt benefits or lack knowledge	11%
Other reasons	11%

Many noted that reinforcement was not part of the traditional work environment, citing instead the prevalence of the *management by exception approach*. One person, for instance, observed that "most of us were brought up to believe in aversive controls."

Another set noted the problem of reconciling the reinforcement of employees with what Ed Levine (1980) refers to as the *"masculine managerial stereotype."* One respondent simply admitted "Giving and receiving praise can be embarrassing, it's not macho"; another mentioned the "fear of appearing to be a 'soft' boss."

The net result of these cultural assumptions is that *few models* exist of how to reinforce. As a consequence, managers *lack the appropriate skills*: "Because one is rarely the subject of praise, praise is ineffectively administered to others." Several respondents specifically mentioned their own *uneasiness*, acknowledging as one put it, that "giving praise makes me uncomfortable."

The other reasons given for avoiding the use of positive reinforcement focused on the person receiving the recognition rather than the deliverer. Just as managers have a difficult time providing recognition, employees have trouble accepting it properly: "*Employees don't know how to respond to a compliment*. When employees respond with something like 'I was just trying to do my job,' the manager feels that the recognition was not appreciated." Another frequently mentioned reason was the fear that *employees would be suspicious*, e.g., "Wonder what you have up your sleeve," or *would make unreasonable demands*, e.g., "If I'm doing such a great job, why don't you promote me?" A counter-argument was offered by one respondent, however, who noted that "Managers will give up this excuse when they reflect on their own reaction to receiving a pat on the back. They know they don't ask for anything and generally they accept that their employees are no different."

*Personality factors.* The next largest group of reasons (15%) dealt with the predispositions of those in the position of providing reinforcement. The implication of many of the responses in this category was that managers were *wilfully neglectful*: "Too much trouble," "Just don't want to bother."

*Environmental factors.* Another sizeable number of respondents (12%) listed environmental factors as reasons for avoiding the use of positive reinforcement. The assumption here is that managers are willing but not able, given the present circumstances. Several noted *time pressures* and having too many other things to do. Others pointed out that they do not reinforce their employees because *they don't know how to measure or judge good performance*. Standards are seldom clear. Appraisal instruments, as we all know, are notoriously poor. Rarely, if ever, do managers have frequent, fair, and timely information about the quality of their employees' performance. As a result, they are hard-pressed when they attempt to provide consequences for either desired or undesired performance.

*Other reasons.* Only 11% stated that they or other persons in their work setting were unaware of or doubted the potential benefit of positive reinforcement. The remaining 11% fell in the miscellaneous category. One person, for instance, questioned the bases for the provision of recognition: "People in my org. seldom do things worth recognizing." Another respondent simply recommended that enrolling in EST Training was the answer.

#### Now What?

The results target several significant issues that must be addressed before positive reinforcement will ever become a firmly established part of the work tradition:

- How to emphasize the long-term benefits of reinforcement in contrast to the more immediate but potentially damaging effects of the management by exception approach;
- How to counter the opinion that successful managers rarely provide recognition to employees;
- How to convince persons that reinforcement is not limited to the delivery of praise but provides performance consequences in a variety of different forms;

- How to best expand the repertoires of managers so that they will not only have the skills to deal with different situations but will also serve as models in different settings.
- How to set up environments conducive to the evaluation and reinforcement of performance;
- How to adapt the principle of reinforcement to fit into the busy schedules of managers; and
- How to best clarify performance standards and make better performance appraisals.

If progress could be made on these issues, we would be well on our way to the more extensive and productive use of reinforcement in the workplace.

#### Reference

Levine, E. L. Let's talk: Effectively communicating praise. *Supervisory Management*, September 1980, pp. 17-25

## ANNOUNCEMENT:

### You Thought Rebates Were Only For Cars?

The Bowling Green State University Test Fund is offering dollars for data. For purchases of 200 or more of the Job Descriptive Index (JDI) a monetary rebate will be given to you on our receipt of your data which will be used in developing new norms and furthering our study of the scales.

The JDI "is without a doubt the most carefully constructed measure of job satisfaction in existence today" (Vroom, V.H.). Its low verbal level, short response time, and provision of separate scores on five aspects of satisfaction make it a practical instrument for a variety of purposes.

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## EEO ISSUES

JAMES C. SHARF

### BEFORE THE SUBCOMMITTEE ON THE CONSTITUTION SENATE COMMITTEE ON THE JUDICIARY

Testimony of Richard T. Seymour, Director, Employment Discrimination Project of The Lawyer's Committee for Civil Rights Under Law, before Senator Hatch on the Consent Decree in *Luevano v. Campbell*, C.A. No. 79-0271, the case challenging the Federal Government's use of PACE, the Professional and Administrative Career Examination (March 30, 1981).

#### Validity Generalization

"In seeming recognition that the Commission's attempts to validate the PACE will not withstand close examination, officials at the Office of Personnel Management have now for some time been discussing the possibility that the PACE could be solved by relying on an experimental theory they have developed, called "validity generalization." The basic tenet of this theory is that the psychological profession has always erred in believing that a test must be shown to be valid in the specific situation in which it is applied, and that the validity of a test can be *presumed* if any test of similar type had ever been shown to be valid for a job of similar type. The proponents of the theory have reviewed a large number of validation studies which have either been published, or provided to them by the researchers, and base their theory on the observation that almost all of these validation studies found that the tests being used were valid. There are several responses to this theory, each of which would probably be sufficient to defeat it if the case had been litigated.

1) *The theory proves too much.* So many validation studies for different types of tests have been done for so many types of jobs that it would be close to impossible to find a type of test never studied for a particular type of job. Therefore, anyone could develop a test for any job, and simply presume that it is valid. All professional and legal standards can be scrapped. This is the extreme to which the theory would have to be carried in order to save the PACE, and to avoid concentrating on the specifics of the test and the specifics of the jobs for which it is used.

2) *The theory assumes that test researchers are as willing to publish or disclose studies which have failed to find a test valid as they are to publish or disclose "successful" studies.* The entire underpinning of the theory is that most published studies, and the unpublished ones made available to the proponents of the theory, successfully found that the test in question was valid. Studies of validity are not usually done in an academic environment, but are done by a test developer to justify what he or she has developed, or by a psychologist retained by a company to determine whether its present practices were defensible. It is not reasonable to expect that failures would be given equal publicity with successes.

3) *The theory assumes that only those aspects of a human being measured by the test in use at the moment are worthy of consideration.* In "rising above" the specifics of a test and the specifics of the job for which it is used, the proponents of the theory have no choice but to ignore a concern which must be central to any reasonable person attempting to select employees on the basis of merit: does the test ignore qualities which are important to the performance of the job? When confronted with this question, the proponents of the theory admit that it ignores this concern, *but assert that it makes no difference because there is no valid means of considering qualifications other than through use of a test.*

4) *The research backing up the theory is based on the assumption that a test minimally related to job performance is "valid."* The corollary of the proposition that there is no valid means of considering qualifications, except through use of a test, is that any test scores which have even a minimal relationship to performance on a job—

no matter how small—demonstrate that the test is “valid.” Thus, if test scores can be used to predict less than 1% of the variability in performance among employees, the test was considered “valid” for purposes of the research done by the proponents of the theory.<sup>12</sup>

5) *Acceptance of the extreme form of the theory necessary to save the PACE would lead to a “Gresham’s Law” effect, in which bad tests would drive out good tests.* As with any professional endeavor, some care must be taken in order to do a good job. It requires real skill and real effort to develop a good test for governmental use which will serve the government’s interest in merit and avoid unnecessary harm to a large part of the population. The shortcuts taken by the Civil Service Commission in its development and validation of the PACE, and the Commission’s willingness to “take the plunge” of authorizing different uses of the PACE for promotion without having done any research on the subject, are a graphic illustration of the slip-shod work likely to result when senior officials believe that validity can be assumed and need not be demonstrated. If the theory is accepted, no one will be willing to take the effort to develop truly merit-related tests, or will be concerned with developing those particular merit-related means of selection which avoid the disproportionate exclusion of members of minority groups.<sup>13</sup>

The above recitation of problems, though in far less detail and with less force than our expert psychologists could provide, may help show the Subcommittee the very real danger of defeat faced by the government in this case.”

#### **The Importance to Blacks and to Hispanics of Developing Truly Job-Related Standards for Hiring**

“In our experience, selection procedures which are closely tied to actual job requirements have a much lower degree of adverse impact against blacks and Hispanics than selection procedures based on seat-of-the-pants abstract notions of job requirements. The latter type of procedure, exemplified by the PACE and the FSEE, turns out in practice to favor persons of the same cultural background as the developers of the procedure. Thus, the General Accounting Office’s breakdown of PACE scores by race and region showed that blacks scored at lower levels than whites, but also showed that whites in the Atlanta and Dallas Civil Service Regions scored far lower than whites in the New York, Boston, Chicago, St. Louis, Denver and Seattle Civil Service Regions, scored far lower than whites in the San Francisco Civil Service Region, and scored lower than whites in the Philadelphia Civil Service Region. Such regional scoring differences do not mean that whites in the South and Southwest are less capable of

<sup>12</sup>(Lest the Subcommittee think that this is an unlikely event, test researchers have commonly found that scores on their test predict from 4% to 9% of the variability in performance among employees. Because the proponents of “validity generalization” are willing to assume the practical utility of all tests, their research was not constrained by any downward limit in the predictive ability of the tests at which they looked. A test predicting a thousandth of one percent of the variability in performance among employees would have been as good to them as a test with far higher predictive value.)

(With a large enough number of persons in the study sample, even a tiny relationship can be statistically significant.) Thus, it is clearer to describe the theory of validity generalization by substituting the phrase “nonzero correlation between test scores and performance” for the term “validity.” As substituted, the theory becomes: “Nonzero correlations between test scores and performance are not specific to particular tests, situations, or jobs.” So what?

<sup>13</sup>(That such means of selection are possible has been demonstrated by the Commission itself, which has developed an “unassembled examination” for the position of Accountant-Auditor; roughly the same proportion of blacks as of whites score high enough on this unassembled examination to be certified. If its bold new theory were adopted, however, the pressure to develop more merit-related examinations which fairly evaluate the qualifications of members of minority groups will cease.)

This theory was certainly known to the new Administration: our experts discussed its flaws prior to the Attorney General’s decision to seek particular modifications in the Consent Decree, and to accept the Decree if he obtained the changes.

filling Federal jobs than whites elsewhere in the country but means only that an abstract puzzle-solving test like the PACE does not reflect the real qualifications of whites in the South and Southwest in terms of the scores they achieve. The same is true for members of racial or ethnic minority groups.

Thus Plaintiffs in this case firmly believe that developing truly job-related selection procedures will not only help the goals of efficiency and quality in the Federal service, but will also enable the real qualification of minorities (and of Southern and Southwestern whites competing for jobs in areas in which whites from the North or from California are also competing) to be considered.<sup>15</sup>

(Ed. Note: The Lawyer’s Committee for Civil Rights Under Law represented by Mr. Seymour had unsuccessfully argued the *Pegues* case (*TIP*, August 1980, 17(4). p. 36-38) in March 1980, in which the District Court stated:

“Empirical research has demonstrated that validity is not perceptibly changed by differences in location, differences in specific job duties or applicant populations. Valid tests do not become invalid when these circumstances change. Plaintiffs’ allegation that validity is specific to a particular location, a particular set of tasks and to a specific applicant population, or in other words, that a valid test in one set of circumstances is not valid in circumstances not perfectly identical is not true.”)

<sup>15</sup>Another way of looking at the operation of the PACE is to consider a hypothetical employer with offices in major cities across the country, which uses the Graduate Record Examination (similar in complexity to the PACE) as the sole means of determining which applicants that employer will interview and hire. Regardless of prior job experience, educational qualifications and other factors, the employer would interview applicants in order of their scores on the Graduate Record Examination.

Few would doubt that a private employer with such a rigid selection procedure would soon fail, because of its inability to reach and hire the persons who are actually best qualified for its jobs. In effect, its rigid adherence to the order of test scores has barred it from considering actual qualifications. This is precisely the situation in which the Federal Government’s use of the FSEE and the PACE has placed it.”

#### **PRINCIPLES FOR THE VALIDATION AND USE OF PERSONNEL SELECTION PROCEDURES: SECOND EDITION**

Division 14’s Executive Committee has adopted the *Principles for the Validation and Use of Personnel Selection Procedures (second edition)* as the official statement of the Division concerning procedures for validation research and personnel selection. **Bill Owens** and **Mary Tenopyr** were co-chairs responsible for this edition; an advisory panel of 24 experts participated in the revising and updating of the 1975 Principles. The purpose of this new edition is to specify principles of good practice in the choice, development, and evaluation of personnel selection procedures.

Each member of Division 14 has received a copy of the *Principles*. Additional copies can be obtained from **Lew Albright, Kaiser Aluminum & Chemical Corporation, 300 Lakeside Drive, Room KB 2140, Oakland, CA 94643**. The price schedule is: \$4.00 each for 1-9 copies, \$2.50 each for 10-49 copies, and \$2.00 each for 50 copies and up.

## "Truth in Testing" Legislative Update

LORRAINE D. EYDE

*(Editor's Note:* This is a June 1981 update of an article which appeared in the American Educational Research Association's *Professions Education Researcher Notes*, vol. 3(1), Spring 1981. "Truth in testing" laws in New York and California are confined to educational admissions testing. However, legislative activity dealing with occupational testing is increasing. This article alerts I/O psychologists to activity at the State level in Illinois, Pennsylvania, Washington, and Tennessee, and in the U.S. House of Representatives.)

Considerable attention continues to be focused on educational, psychometric, and equity issues related to "truth in testing" legislation. The spirited discussions of the pros and cons of governmental regulation of educational testing are reminiscent of the heated debates about employment testing raised by Title VII of the 1964 Civil Rights Act. Since 1978, civil rights groups, public interest advocates, professional organizations, and legislators have been presenting facts and opinions in hearings held in 20 States and in Congress. Thus far only two States, California and New York, have passed laws. The 1979 New York State law, with its test item disclosure requirements, and similar U.S. House bills introduced by New York's Congressman Ted Weiss, as well as the Gibbons bill on occupational and educational testing, are being closely watched by the proponents and opponents of government regulation of testing.

*New York State Law.* The New York State experience merits special attention (Hardt, 1980; for general information on "truth in testing" see Brown, 1980, and Lerner, 1981). The law, which became effective January 1980, covers admissions tests used by post-secondary educational institutions. It requires that test items, correct answers, and the answer sheets completed by test takers for every test administered in New York be disclosed to interested test takers and that background research studies which are prepared be filed with the State Education Department. The 1980 amendments grant limited exemptions (1) to testing programs with less than 2,000 candidates and (2) to forms administered to special populations such as the handicapped and certain religious groups. One form of these tests must now be disclosed every three years. A number of small-volume testing programs such as those in dentistry and optometry will be subject only to periodic disclosure requirements. Furthermore, achievement tests which are part of the College Board and Graduate Record Examinations, which were exempted in the original law, are now covered under the periodic disclosure requirements.

As a consequence of the law and its amendments, Educational Testing Service (ETS) tests such as the Scholastic Aptitude Test and the GRE will be administered less frequently, and only six of the 20 GRE advanced tests have been administered in New York State during the 1980-81 academic year. The New Medical College Admission Test was administered in New York State in 1980, but only after the Association of American Medical Colleges filed a lawsuit in U.S. District Court to protect their constitutional rights and those guaranteed under the Federal Copyright Statute. The court granted a preliminary injunction, prohibiting the State from enforcing the law regarding this examination until the facts of the case are considered on their merits. As of June 1981 no trial date has been set.

*Other States.* Considerable activity is occurring in State legislatures. There has been activity in 17 States during their 1981 sessions. (See *ETS Examiner*, Fall/Winter 1980, and American College Testing Program's (ACTP) *Truth-in-Testing Activity Reports* developed by Phillip Rever of ACTP's Washington office [202-223-2318]. Leslie Collins of the Educational Testing Service in Princeton [609-921-9000] maintains up-to-date information on State legislative activities in "Truth-in-Testing.")

California's law, far less stringent than New York's, embodies procedures for disclosing a sample of test items for describing test content. However, on January 8, 1981, California Senate Bill 101 was introduced by Senator Marks. The bill, as amended, calls for extensive test item disclosure for 50% of the Scholastic Aptitude Tests (SAT) and the ACT Assessments administered in California. Alternatively, the bill also allows test takers to examine operational test questions and answers at established testing and counseling facilities, which test sponsors have approved as qualified and secure sites. The bill has passed the Senate Education Committee by a 7 to 2 vote. It is of interest to note that if the bill is enacted into law, it would not change the SAT test item disclosure policy, which was established on a voluntary basis.

In the occupational testing area, two States need to be watched: Illinois and Pennsylvania. In Illinois, House Bill 0549, which dealt with occupational licensing and certification, has been defeated but could be reintroduced. In Pennsylvania, H.B. 1082 has been introduced but thus far no hearings have been scheduled. However, Pennsylvania has a year-round legislature. (Its present session ends November 30, 1982.)

Furthermore, in 1980, in the State of Washington, a bill on occupational testing was introduced into the legislature. However, it was not reintroduced this year. Also, in Tennessee, S.B. 680, which dealt with essay questions relating to licensing examinations, was introduced into the legislature.

*Washington, D.C. Scene.* Representative Weiss reintroduced his Educational Testing Act of 1981 (formerly H.R. 4949 in the 96th Congress) in the 97th Congress as H.R. 1662 (*Congressional Record*, 2/4/81, E353-E356). The bill, which is cosponsored by Mrs. Chisholm, Mr. Miller of California, Mr. Gibbons, Mr. Moffett, Mr. Richmond, Mrs. Schroeder, Mr. Walgren, and Mr. Dixon, closely resembles the original New York State law. Hearings have been scheduled for July 21 and 22 before the Elementary, Secondary and Vocational Education Subcommittee and the Postsecondary Education Subcommittee of the House Education and Labor Committee. (See the reference section for the names of members of the House of Representatives who serve on the Committee on Education and Labor, which deals with most education and labor legislation.)

Representative Sam Gibbons has also reintroduced his legislation to regulate occupational and educational admissions, in bill H.R. 1312, the "Truth in Testing Act of 1981," which is identical to his earlier bill, H.R. 3564 which was introduced in the 96th Congress. The bill deals with interstate commerce covering aptitude or achievement examinations, written or oral, including performance tests, and does not include test item disclosure provisions. It includes the following provision: "No educational or occupational admissions test which tests knowledge or achievement (rather than aptitude) shall be graded (for purposes of determining the score required to pass the test for admission) on the basis of the relative distribution of scores of other test

subjects." This bill has been referred to the same committees as the Weiss Bill and to the Employment Opportunities Subcommittee.

Neither the Gibbons nor the Weiss bill presently covers employment selection procedures. However, during the 1979 House hearings, the U.S. General Accounting Office (GAO) was asked to testify on the potential impact of extending the concepts in the Weiss and Gibbons bills to tests administered by the Federal government. GAO testified that it had important reservations about public disclosure of all test items and prohibitions on the assignments of scores to knowledge and achievement tests on the basis of rank order.

The published Congressional hearings, held before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor during the Ninety-Sixth Congress, provide useful materials for continued monitoring of Federal and State bills. The 1979 hearings are covered in a 1194-page report and the June 1980 hearings are available in a 407-page document. In addition to testimony and prepared statements, the documents contain correspondence, policy statements, newspaper clippings, and articles. Copies may be obtained from your Congressional representatives.

**Testing Policies.** Many of the provisions of the California and New York laws describe long-existing testing practices. More recently, policies relating to test item disclosure have been established. Six ETS testing programs now have a national policy for disclosing test content. Preliminary Scholastic Aptitude Test takers, for example, now receive a wealth of information about their answers, the correct answers, omitted answers, and the calculation of raw and scaled scores. Marked test booklets are returned so that students may check the scoring procedures and use the results to diagnose their strengths and weaknesses on certain types of questions and in different subject matter areas.

With increased legislative activity addressing occupational test use, I/O psychologists need to become involved in their State psychological associations and familiarize themselves with public policies concerning educational tests.

#### References

Brown, R. *Searching for the truth about "Truth in Testing" legislation: A background report*. Legal analysis by M.S. McClung. Report No. 132. Education Commission of the States, January 1980. (Address: 1860 Lincoln Street, Suite 300, Denver, Colorado 80295.)

Hardt, R. H. *Policies and politics behind "Truth in Testing": The New York State Experience*. Paper presented at the 1980 convention of the American Psychological Association for the symposium on "The Truth or Consequences of Truth in Testing." (Address: School of Criminal Justice, The State University of New York at Albany, N.Y. 12222.)

Lerner, B. Representative Democracy, "Men of Zeal," and Testing Legislation. *American Psychologist*, March 1981, 36(3), 270-275.

U.S. House of Representatives Committee on Education and Labor. *REPUBLICANS*: John Ashbrook, Ohio, John Erlenborn, Ill., James Jeffords, Vt., Bill Goodling, PA., E. Thomas Coleman, Mo., Ken Kramer, Colo., Arlen Erdahl, Minn., Thomas Petri, Wis., Millicent Fenwick, N.J., Marge Roukema, N.J., Eugene Johnston, N.C., Larry DeNardis, Conn., Larry E. Craig, Idaho, Wendell Bailey, Mo.

*DEMOCRATS*: Carl Perkins, Ky., Chair, Augustus Hawkins, Calif., William Ford, Mich., Phillip Burton, Calif., Joseph Gaydos, Pa., William Clay, Mo., Mario Biaggi, N.Y., Ike Andrews, N.C., Paul Simon, Ill., George Miller, Calif., Austin Murphy, Pa., Ted Weiss, N.Y., Baltasar Corrada, P.R., Dale Kildee, Mich., Peter Peyser, N.Y., Pat Williams, Mont., William Ratchford, Conn., Ray Kogovsek, Colo., Harold Washington, Ill.

## DIVISION 14 PROGRAM COMMITTEE PROCEDURES

Randall B. Dunham

The Program Committee met in Washington on February 13 and 14. At this meeting the Committee made final decisions on the content for the 1981 Convention in Los Angeles. The program provides a good mix of content which should encourage maximum attendance of Division 14 members at the Convention. We also expect healthy participation on the part of non-division 14 members due to the number of our programs which are being co-sponsored by other Divisions.

The schedule in this issue of *TIP* describes our program. The APA program is the official program but the schedule presented here has been approved by APA.

The Committee received a total of 80 poster session submissions of which 19 were accepted. Each proposal was independently evaluated by four members of the Program Committee and rated on a four point scale. Poster session proposals with combined ratings of 11 and above were accepted.

The Committee received a total of 37 symposium proposals of which 18 were accepted. Each symposium proposal was independently reviewed by four members of the Committee and rated on a four point scale. Symposium proposals with ratings of 12 and above were accepted.

The Committee decided to take advantage of four hours of special time provided from 8:00 a.m. to 9:00 a.m. to schedule a series of four coffee hours addressing four very important special issues (the graduate student I/O-OB Conference, graduate student meetings with an established I/O Psychologist, a conversation hour with the incoming Program Committee, and a conversation with two dual-career couples).

A feature of the program will be an invited address by **Arthur Jensen** on "g" and validity generalizability. Other special features such as a conversation with the Annual Review Authors, the Presidential Address, etc. are also scheduled.

## THE 1981 CONVENTION OPEN FORUM TO DISCUSS APA REORGANIZATION

Art MacKinney

In recent years, the Division's Long Range Planning Committee has held an Open Forum at the annual convention. This year, the Forum is scheduled for Tuesday, August 25, at 10 AM. It will take place in Room 207 of the Convention Center.

Up to now the LRP Committee has been assuming that the question of Division incorporation would be a major topic for the Forum. However, with the recent news of a change in APA policy on incorporation by divisions (see President Vroom's message for more details on this subject) the topic may become of less concern to most of us. At least, it seems reasonable that incorporation could become a less important issue for Division 14 if the APA Board and Council endorse the recommendations of the APA auditors.

Given this development, the LRP Committee now anticipates that the Open Forum will devote a substantial amount of time to discussion of the proposal

for APA reorganization that has been so much in the Association's news in recent months. We hope and trust that all of you have studied the recommendations from the Commission on Organization of APA (on which Division 14 member **Dick Campbell** serves) and which were published in the *APA Monitor*.

The LRP Committee has asked Dick to join us at the Open Forum as a panel member. He will bring the latest information from the Commission, review the main outline of the proposal for reorganization, and open the session for general discussion by the membership. *The main purpose will be to give Division 14 members an opportunity to express their views on APA reorganization.*

We hope all members will note that the purpose of the Open Forum is to hear from the membership. The LRP members will talk as little as possible. Please come and let us hear your views!

## Other APA Convention Events

The APA Continuing Education Committee will sponsor 27 Advanced Workshops at the 1981 convention in Los Angeles, August 24-28. Two that may be of interest to Division 14 members are: 1) Technical and Interpretative Aspects of the 1981 Strong-Campbell Interest Inventory Revision; leader is **Jo-Ida Hansen**; 8/25/81; 9:3:50, and 2) Industrial Mental Health: A Beginning Perspective on Employee Assistance Programs (E.A.P.'s); leaders are **Stanley Tsigounis** and **Linda Shimansky**; 8/25/81; 9:5:50. The workshops will be held at the Los Angeles Hilton; registration will be accepted on site if space is available. More information can be obtained from the **Continuing Education Program, APA, 1200 Seventeenth St., N.W., Washington, D.C. 20036, 202-833-7592.**

Three APA program events that also may be of interest are:

1) **Doug Bray** will deliver an address in recognition of his 1980 APA award for Distinguished Contribution to Applied Psychology as a Professional Practice. His address is entitled "The Assessment Center and the Study of Lives"; Friday, August 28, 1981, 12-12:50 p.m., Los Angeles Bonaventure, San Gabriel B.

2) APA's Board of Professional Affairs Committee on Professional Practice is presenting a symposium entitled "Legal and Professional Practice Issues for Industrial/Organizational Psychology"; Wednesday, August 26, 1981, 1-1:50 p.m., Los Angeles Convention Center, Room 216B; Participants: **Paul L. Williams**, Chair, **Ann Howard**—"How Is It Like and How Is It Different from Other Practice Areas?", **Paul Sparks**—"Interstate Practice and Related Issues," **Tom Overcast**—"The Legal Implications of the Corporation, Service Corporation, Partnership, or Other Forms of Practice."

3) **Ed Fleishman** will deliver an address in recognition of his 1980 APA Distinguished Scientific Award for the Applications of Psychology. The title is "Systems for Describing Human Tasks"; Monday, August 24, 1981, 10-10:50 a.m., 202 Convention Center.

## CONVENTION PROGRAM

### DIVISION OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

#### Program Committee

**Randall B. Dunham, Chairperson**

**Kathryn M. Bartol**

**Edwin T. Cornelius, III**

**Bruce Hamstra**

**Edward L. Levine**

**Karlene Roberts**

**Naomi Rotter**

**Frank Smith**

**Donald M. Jansen, Committee Assistant**

**Los Angeles Convention Center (CC)**

**Los Angeles Hilton (H)**

**Los Angeles, California**

**Monday, August 24 — Friday, August 28, 1981**

**Note:**

**All rooms are in one of the above two hotels.**

**This is not an official program;  
only the APA-published program is "official."**

**MONDAY, AUGUST 24**

8:00-8:50 COFFEE HOUR: THE I/O-OB GRADUATE SCHOOL CONFERENCE: REVIEW AND PREVIEW (ROOM 206/CC), **Joseph T. McCune**, Michigan State University, Chair.  
Participants:  
**Rich Strand, Linda Kohl, and Russell Barnes**, Michigan State University.

9:00-10:50 DEBATE: ROLE OF CONTENT AND CONSTRUCT VALIDITY IN SELECTION: A DEBATE (ROOM 211/CC), **Edward L. Levine**, University of South Florida, moderator.  
Participants:  
**Richard S. Barrett**, Organizational Science Associates, Hastings-on-Hudson, New York.  
**John E. Hunter**, Michigan State University.

11:00-11:50 SYMPOSIUM: ADVANCES IN GOAL SETTING RESEARCH AND THEORY: PROCESSES AND BOUNDARIES (ROOM 214 B-C/CC), **Larry L. Cummings**, Graduate School of Business, University of Wisconsin-Madison, Chair.  
Participants:  
**Dennis L. Dosset**, University of Nebraska-Omaha. Toward Clarification of Goal Acceptance versus Goal Commitment: Theoretical Integration (16, 32).  
**Susan E. Jackson and Sheldon Zedeck**, University of California, Berkeley. Alternative Explanations of the Goal-Setting Phenomenon (16, 32).  
**Ralph E. Stablein**, Kellogg Graduate School of Management, Northwestern University, and **L. L. Cummings**, Graduate School of Business, University of Wisconsin-Madison. Order and Low Goal Effects: A Within Performer Analysis (16, 32).

12:00-1:50 SYMPOSIUM: PERSPECTIVES ON THE MANAGERIAL JOB (ROOM 216C/CC), **Allen I. Kraut**, Personnel Research, International Business Machines Corporation, Armonk, New York, Chair.  
Participants:  
**Joseph L. Moses and Robert A. Ramos**, Personnel Research, American Telephone and Telegraph Company, Morristown, New Jersey. The Nature of Managerial Work in the Bell system (16).  
**David P. Jones**, Consulting Resources Corporation, Detroit, Michigan, and **John D. Arnold**, The College of Business Administration, University of Cincinnati. Developing a Taxonomy of Managerial Positions (16).  
**Morgan W. McCall, Jr., and Cheryl A. Segrist**, Center for Creative Leadership, Greensboro, North Carolina. The Managerial Work Survey: Building from Mintzberg (16).  
**Allen I. Kraut**, Personnel Research, International Business Machines Corporation and **Andrea Schlissel Goldberg**, Research Division, IBM Corporation, Yorktown Heights, New York. How Managers Use Their Time (16).  
Discussants:  
**Milton D. Hakel**, Ohio State University.  
**Chester A. Schriesheim**, School of Business Administration, University of Southern California.

**2:00-3:50**

SYMPOSIUM: JOB ANALYSIS/JOB FAMILIES: CURRENT PERSPECTIVES ON RESEARCH AND APPLICATION (ROOM 216C/CC), **Edward L. Levine**, University of South Florida, Chair.  
Participants:  
**Edwin T. Cornelius, III**, School of Business, University of South Carolina. Impact of Statistical Algorithms on Creation of Job Families (16).  
**Edward L. Levine, Ronald A. Ash, and Hardy Hall**, University of South Florida. Evaluation of Seven Job Analysis Methods by Experienced Job Analysts (16).  
**Kenneth Pearlman**, Personnel Research and Development Center, U. S. O.P.M., Washington, D.C. Effects of Alternate Job Grouping Methods on Selection Procedure Validity (16).  
**M. Susan Taylor and Randall B. Dunham**, Graduate School of Business, University of Wisconsin-Madison. Standardized Job Evaluation: Some Critical Issues (16).  
Discussant:  
**Erich Prien**, Memphis State University.

4:00-5:50 SYMPOSIUM: IMPROVING THE QUALITY OF JUDGMENTS PRODUCED BY SMALL GROUPS (ROOM 208/CC), **John W. Rohrbaugh**, Graduate School of Public Affairs, State University of New York at Albany, Chair.  
Participants:  
**Leonard Adelman**, Decisions and Designs, Inc., McLean, Virginia. The Evaluation of Decision Analytic Techniques in a Group Setting (16).  
**Hillel J. Einhorn**, Graduate School of Business, University of Chicago. Baseline Models for Assessing the Quality of Group Judgment (16).  
**John Rohrbaugh and Joel Harmon**, Graduate School of Public Affairs, State University of New York at Albany. Social Judgment Analysis: Methodology for Improving Interpersonal Communication and Understanding.  
**Stephen A. Stumpf and Dale E. Zand**, Graduate School of Business Administration, New York University. Assessing the Anticipated Effectiveness of Judgmental Decisions (16).  
Discussant:  
**George Huber**, Graduate School of Business, University of Wisconsin-Madison.

5:00-5:50 OUTGOING EXECUTIVE MEETING (DALLAS/H), **Victor H. Vroom**, Yale University, Chair.

**TUESDAY, AUGUST 25**

8:00-8:50 COFFEE HOUR: DOCTORAL STUDENTS MEET ESTABLISHED I/O PSYCHOLOGIST (ROOM 207/CC), **Edwin T. Cornelius, III**, School of Business, University of South Carolina, Chair.  
Participant:  
**Robert M. Guion**, Bowling Green State University.

9:00-10:50	SYMPOSIUM: PROFESSIONAL ETHICS: ACCOUNTABILITY OF EXPERT WITNESSES (ROOM 209/CC), <b>Marilyn K. Quaintance</b> , International Personnel Management Association, Washington, D.C., Chair.  Participants:  <b>R. Lawrence Ashe, Jr.</b> , Paul, Hastings, Janofsky and Walker, Atlanta, Georgia. Accountability of Expert Witnesses: The Defendant's View (17, 28.1).  <b>Richard R. Kilburg</b> , Office of Professional Affairs, American Psychological Association, Washington, D.C. Accountability of Expert Witnesses: View of the Psychological Profession (16, 28.1).  <b>James C. Sharf</b> , Richardson, Bellows, Henry and Company, Inc., Washington, D.C. Accountability of Expert Witnesses: View of the Practitioner (16, 28.1).  Discussant:  <b>Barbara Lerner</b> , Private Consultant, Princeton, New Jersey.
10:00-10:50	OPEN FORUM WITH THE DIVISION 14 LONG RANGE PLANNING COMMITTEE (ROOM 207/CC), <b>Arthur C. MacKinney</b> , University of Missouri-St. Louis, Chair.  Participants:  <b>Irwin L. Goldstein</b> , University of Maryland. <b>Frank L. Schmidt</b> , Personnel Research and Development Center, Washington D.C. <b>Kenneth N. Wexley</b> , Department of Management, Michigan State University.
11:00-11:50	CONVERSATION HOUR: CONVERSATION WITH THE ANNUAL REVIEW AUTHORS (ROOM 216A/CC), <b>Walter Tornow</b> , Control Data Corporation, Minneapolis, Minnesota, Chair.  Participants:  <b>Mary L. Tenopyr</b> , AT&T, Morristown, New Jersey. <b>Paul D. Oeltjen</b> , Bell Canada.
12:00-12:50	SYMPOSIUM: IMPACT OF IDEOLOGIES, VALUES AND BELIEFS UPON ORGANIZATIONS (ROOM 202/CC), <b>Stanley E. Seashore</b> , Institute for Social Research, University of Michigan, Chair.  Participants:  <b>Janice M. Beyer</b> , Department of Organization and Human Resources, SUNY-Buffalo. The Subjective Side of Decision Making (16, 32.3). <b>Charles L. Hulin</b> and <b>William Ross</b> , University of Illinois. Meanings of Work in Different Environments and Cultures (16, 6). <b>Michael K. Moch</b> , University of Texas at Dallas. Norms Governing Corporate Behavior (16). <b>Lee S. Sproull</b> , College of Humanities and Social Science, Carnegie-Mellon University. Beliefs: Their Role in Organizational Structures and Processes (16, 32.1). <b>William G. Scott</b> , Graduate School of Business Administration, University of Washington. Political Inquiry and Governance Values (16, 32.3).  Discussants:  <b>Robert L. Kahn</b> , Institute for Social Research, University of Michigan. <b>Stanley E. Seashore</b> , Institute for Social Research, University of Michigan.

1:00-2:50	SYMPOSIUM: WHAT IS AN I/O PSYCHOLOGIST? IMPLICATIONS FOR PROFESSIONAL CREDENTIALING (ROOM 202/CC), <b>Ann Howard</b> , American Telephone and Telegraph Company, Morristown, New Jersey, Chair.  Participants:  <b>John M. Larsen, Jr.</b> , University of Tennessee, and <b>William F. Grossnickle</b> , East Carolina University. Industrial and Organizational Psychology: Views of Past and Present (16).  <b>Rodney L. Lowman</b> , Institute for Social Research, University of Michigan, <b>Martin M. Greller</b> , Rohrer, Hibler & Replogle, Inc., New York, New York, and <b>R. Timothy Stein</b> , A. T. Kerney, Management Consultants, Chicago, Illinois. Licensure of Professional Psychologists: Unsettled Controversies (16, 28).  <b>Joseph G. Cutcliffe</b> , Billing, Fox and Ellis, Inc., Los Angeles California, and <b>William L. Roskind</b> , Detroit Edison, Detroit, Michigan. Competency Evaluation: Reward or Restriction? (16, 28).  Discussants:  <b>Benjamin Shimberg</b> , Educational Testing Service, Princeton, New Jersey. <b>Paul W. Thayer</b> , North Carolina State University.
4:00-4:50	DIVISION 14 BUSINESS MEETING (PACIFIC/H), <b>Victor H. Vroom</b> , Yale University, Chair.
5:00-5:50	PRESIDENTIAL ADDRESS OF DIVISION 14 (PACIFIC/H). <b>Victor H. Vroom</b> , Yale University, Presidential Address of Division 14.
6:00	SOCIAL HOUR (PACIFIC/H).
WEDNESDAY, AUGUST 26	
8:00-8:50	COFFEE HOUR: A CONVERSATION WITH THE INCOMING DIVISION 14 PROGRAM COMMITTEE (ROOM 206/CC), <b>Randall B. Dunham</b> , Graduate School of Business, University of Wisconsin-Madison, Chair.
9:00-10:50	SYMPOSIUM: EQUAL PAY FOR COMPARABLE WORTH: A GROWING CIVIL RIGHTS ISSUE (ROOM 214A/CC), <b>Richard Wells Beatty</b> , School of Business, University of Colorado, Chair.  Participants:  <b>Sandra Peterson-Hardt</b> , Russell Sage College. Sex Differences in Occupational Achievement: A Structural Analysis (16, 32.4). <b>Cynthia E. Gitt</b> , Morgan, Lewis & Bockius, Los Angeles, California. Beyond the Equal Pay Act: Wage Comparability Under Title VI (16, 17, 34). <b>Lorraine D. Eyde</b> , Personnel Research and Development Center, Washington, D.C. Evaluating Job Evaluation: Emerging Research Issues (16, 34).  Discussant:  <b>Sidney A. Fine</b> , Advanced Research Resources Organization, Washington, D.C.

# CONVENTION PROGRAM SCHEDULE

	MONDAY August 24	TUESDAY August 25	WEDNESDAY August 26	THURSDAY August 27	FRIDAY August 28
8:00 to 8:50	<b>Coffee Hour:</b> The VO-OB Graduate Student Conference: Review and Preview McCune (chair), Strand, Kohl, Barnes (participants) Room 206 (CC)	<b>Coffee Hour:</b> Doctoral Students meet Established I/O Psychologist, Cornelius (chair), Guion (participant) Room 207 (CC)	<b>Coffee Hour:</b> A Conversation with The Incoming Division 14 Program Committee. DuBois (chair) Room 206 (CC)	<b>Coffee Hour:</b> A Conversation with Dual Career Couples. Ironson (chair), Katzell, Katzell, O'Leary, Stonner (participants) Room 206 (CC)	
9:00 to 9:50	<b>Debate:</b> Role of Content and Construct Validity in Selection: A Debate. Levine (moderator), Barrett, Hunter (participants) Room 211 (CC)	<b>Symposium:</b> Professional Ethics: Accountability of Expert Witnesses. Quaintance (chair), Ashe, Kilburg, Sharf (participants), Lerner (discussant) Room 209 (CC)		<b>Poster Session #1.</b> Greenberger (chair) Room 217 (CC)	
10:00 to 10:50		<b>Spec Forum</b> with the Division 14 Long Range Planning Committee. MacKinney (chair) Room 207 (CC)	<b>Symposium:</b> Equal Pay for Comparable Worth: A Growing Civil Rights Issue. Beatty (chair), Petersen-Hairston, Gitt, Eyde (participants), Fine (discussant) Room 214A (CC)		<b>Symposium:</b> Individual Assessment for Career Planning. London (chair), Pinto, Campbell, Hellervik, Lyness & Moses (participants), Zenger (discussant) Room 209 (CC)
11:00 to 11:50	<b>Symposium:</b> Advances in Goal Setting - Research and Theory. Cummings (chair), Dosset, Jackson & Zedeck, Staben & Cummings (participants) Room 214 B/C (CC)	<b>Conversation with the Annual Review Authors.</b> Tomow (chair), Tenopyr, Delijen (participants) Room 216A (CC)	<b>Symposium:</b> Impact of Ideologies, Values and Beliefs upon Organizations. Seashore (chair), Beyer, Hulin & Ross, Moch, Spruill, Scott (participants) Kahn, Seashore (discussants) Room 202 (CC)	<b>Symposium:</b> Civil Liberties in the Organization: Some Issues and Research. Zalkind (chair), Schein, Zalkind & Rifon, Unger, Mathis (participants), Barrett (discussant) Room 209 (CC)	<b>Symposium:</b> Applying Item Response Theory/Item Bias Techniques to VO Problems. Ironson (chair), Lissak & Bougan, Ironson & Craig & Canger, Goldberg & Hulin, Drasgow & Levine, Reckase, Hulin & Lissak & Drasgow (participants) Guion (discussant) Joint Sponsored with Division 5. Room 216A (CC)
12:00 to 12:50	<b>Symposium:</b> Perspectives on the Managerial Job. Kraut (chair), Moses & Ramos, Jones & Arnold, McCall & Segrist, Kraut & Goldberg (participants) Hake, Schmesheim (discussants) Room 218C (CC)				<b>Symposium:</b> New Directions in Improving Performance Appraisal Effectiveness. Tomow (chair), Bernardin & Carlyle, Cooper, Kane, Lawler & Mohrman (participants), Zedeck (discussant) Room 209 (CC)
1:00 to 1:50		<b>Symposium:</b> What is an I/O Psychologist? Implications for Professional Credentialing. Howard (chair), Larsen & Grossnickle, Lowman & Grelle & Stein, Cundiffle & Roskind (participants), Shulberg, Thayer (discussants) Room 202 (CC)			
2:00 to 2:50	<b>Symposium:</b> Job Analysis/Job Families: Current Perspectives on Research and Application. Levine (chair), Cornelius, Levine & Ash & Hall, Pearlman, Taylor & Durham (participants), Prier (discussant) Room 216C (CC)		<b>Symposium:</b> Learning from the Creating of New Organizations. Porter (chair), Mohrman, Cummings & Mohrman, Jenkins, Perkins (participants), Hackman, Lawler (discussants) Room 202 (CC)	<b>Symposium:</b> Applications of Social Learning Theory in the 80s. Hakel (chair), Decker, Weiss, Stone, Krumboltz, (participants), Campbell (discussant) Room 214A (CC)	<b>Symposium:</b> Cognitive Models in Industrial/Organizational Psychology. DeNis (chair), Lord Cummings, Meguro & Caterly & DeNis & Youngblood (participants), Hammond (discussant) Room 211 (CC)
3:00 to 3:50			<b>Symposium:</b> Issues in Training Research. Goldstein (chair), Macey & Pren, Ellis & Wulff, Kemerer, Frederikson (participants), Thayer (discussant) Room 202 (CC)		
4:00 to 4:50	<b>Symposium:</b> Improving the Quality of Judgements Produced by Small Groups. Rohrbaugh (chair), Adelman, Einhorn, Rohrbaugh & Harmon, Stumpf & Zand (participants) Huber (discussant) Room 208 (CC)	<b>Division 14 Business Meeting.</b> Vroom (chair) Pacific (H)		<b>Symposium:</b> The Development of Job-Related Medical Standards. Fleishman (chair), Myers, Kohls, Gebhardt & Weldon (participants), Discher, Marr (discussants) Room 214C (CC)	<b>Symposium:</b> Employee theft: Research, Theory and Applications. Terris (chair), Bickman, Cherrington & Cherrington, Jones, Maynard, Terris (participants), Farrington Sackett (discussants) Room 209 (CC)
5:00 to 5:50	<b>Outgoing Executive Committee Meeting.</b> Vroom (chair) Dallas (H)	<b>Presidential Address of Division 14.</b> MacKinney (chair) Pacific (H)	<b>Invited Address:</b> Test Validity: g vs. The Specificity Doctrine. Cornelius (chair), Jensen (speaker) Room 202 (CC)	<b>Cattell Award Winners:</b> Landy & Farr & Jacobs, Karmeyer Room 214B (CC)	
6:00		<b>Social Hour</b> Pacific (H)			

**11:00-12:50** SYMPOSIUM: CIVIL LIBERTIES IN THE ORGANIZATION: SOME ISSUES AND RESEARCH (ROOM 209/CC), **Sheldon S. Zalkind**, Baruch College, CUNY, Chair.

Participants:

**Sheldon S. Zalkind** and **Nora J. Rifon**, Baruch College, CUNY. Do Organizational Civil Liberties Attitudes Relate to Personality Variables? (16, 32).

**Virginia E. Schein**, Consultant, Stamford, Connecticut. Action Not Reaction: Privacy Regulations Impact on Corporate Personnel Policies (16, 28).

**Stephen H. Unger**, Department of Computer Science, Columbia University. Protecting Ethical Professionals in Work Organizations (28.1, 18).

**Patricia A. Mathis**, U.S. Merit Systems Protection Board, Washington, D.C. Attitudes of Federal Employees Towards Whistleblowing (16, 17).

Discussant:

**Richard S. Barrett**, Organizational Science Associates, Hastings-on-Hudson, New York.

**1:00-2:50** SYMPOSIUM: LEARNING FROM THE CREATING OF NEW ORGANIZATIONS (ROOM 202/CC), **L. W. Porter**, Graduate School of Management, University of California-Irvine, Chair.

Participants:

**Allan M. Mohrman, Jr.**, Graduate School of Business Administration, University of Southern California. Superimposing Additional Design Components In The Early Years: The Special Issues of Phased Design (16).

**Thomas Cummings** and **Susan Mohrman**, School of Business Administration, University of Southern California. Implementing New Organizations: An Experimental Strategy (16).

**G. Douglas Jenkins, Jr.**, School of Business, University of Texas at Austin. Commitment To, and Withdrawal From, A New Organization (16).

**Dennis N. T. Perkins**, School of Organization and Management, Yale University. Organizations: A Developmental Framework (16).

Discussants:

**Edward E. Lawler, III**, Graduate School of Business, University of Southern California.

**J. Richard Hackman**, School of Organization and Management, Yale University.

**3:00-4:50** SYMPOSIUM: ISSUES IN TRAINING RESEARCH (ROOM 209/CC), **Irwin L. Goldstein**, University of Maryland, Chair.

Participants:

**William H. Macey**, Personnel Research Associates, Inc., Des Plaines, Illinois, and **Erich P. Prien**, Memphis State University. Needs Assessment: Program and Individual Development (16, 18.2).

**John A. Ellis** and **Wallace H. Wulfeck, II**, Navy Personnel Research and Development Center, San Diego, California. Quality Control of Instruction and Instructional Development (16, 18.2).

**Judi Komaki**, Engineering Experiment Station, Georgia Institute of

Technology, Atlanta, Georgia. Behavioral Measurement: Towards Conquering the Criterion Problem (16, 18.2).

**Lee W. Frederiksen**, Virginia Polytechnic Institute and State University. Alternative Evaluation Designs: The Case for Single-Case (16, 18.2).

Discussant:

**Paul W. Thayer**, North Carolina State University.

**5:00-5:30** INVITED ADDRESS: TEST VALIDITY: g VS. THE SPECIFICITY DOCTRINE (ROOM 202/CC), **Edwin T. Cornelius III**, School of Business, University of South Carolina.

Speaker:

**Arthur R. Jensen**, University of California, Berkeley.

## THURSDAY, AUGUST 27

**8:00-8:50** COFFEE HOUR: A CONVERSATION WITH DUAL CAREER COUPLES (ROOM 206/CC), **Gail H. Ironson**, University of South Florida, Chair.

Participants:

**Mildred Katzell**, Psychological Corporation, New York.

**Raymond Katzell**, New York University.

**Virginia O'Leary**, American Psychological Association, Washington, D.C.

**Dave Stonner**, Office of Naval Research, Arlington, Virginia.

**8:00-11:50** INCOMING EXECUTIVE COMMITTEE MEETING (DALLAS/H), **Arthur C. MacKinney**, University of Missouri-St. Louis, Chair.

**9:00-9:50** POSTER SESSION I (ROOM 217/CC), **David B. Greenberger**, School of Business, University of Wisconsin-Madison, Chair.

Occupational Tedium: Relationship to Stress, Task Characteristics, Support and Satisfaction, (16) **Amos Drory**, Dept. of Industrial Engineering & Management, Ben-Gurion University, and **Boaz Shamir**, Dept. of Sociology, The Hebrew University of Jerusalem.

Rater Errors and Rating Accuracy, (16) **Kevin R. Murphy** and **William K. Balzer**, Rice University.

Interpersonal Stress as a Moderator of Experience and Intelligence Utilization, (16) **Dean E. Frost** and **Fred Fiedler**, University of Washington.

Priming and Consistency Artifacts in Studies of "Need Satisfaction" Models, (16, 18) **Eugene E. Stone**, Purdue University, and **Hal Gueutal**, School of Management, Rensselaer Polytechnic Institute.

Environmental/Perceptual Determinants of Ratee Perceptions of Performance Appraisal Accuracy, (16) **Chris J. Berger** and **Barry Gerhart**, Purdue University.

Attitudes and Behaviors of Older Workers, (16, 6.4.2) **Susan R. Rhodes**, **Mildred Doering**, and **Michael Schuster**, School of Management, Syracuse University.

Participation in Pay Decisions, (16) **R. J. Bullock**, University of Houston. Narrative Job Descriptions as Sources of Structured Job Analysis Information. (16) **Deborah S. Main**, **Allan P. Jones**, **Mark C. Butler**, and **Lee A. Johnson**, Naval Health Research Center, San Diego, California.

Attribution and Stereotype Explanations of Non-Visible Handicap Discrimination, (9, 16) **Dana L. Farrow**, Division of Management, Florida International University.

**10:00-10:50** POSTER SESSION II (ROOM 217/C), **Simcha Ronen**, Graduate School of Business Administration, New York University, Chair.

A Longitudinal Examination of Halo in Performance Ratings, (16) **Robert J. Vance**, **Peter S. Winne**, and **E. Scott Wright**, Old Dominion University.

A Longitudinal Look at Cognitive Compatibility and Performance Rating Behavior, (16) **Karl W. Kuhnert** and **Frank E. Saal**, Kansas State University.

Comparable Worth: Fact or Fantasy? (16) **Wayne E. Cascio**, School of Business and Organizational Sciences, Florida International University, and **Charles O'Reilly**, University of California, Berkeley.

A New Method for Assessing Change to Job Redesign, (16) **James R. Terborg**, Department of Management, University of Oregon, and **Gregory A. Davis**, University of Houston.

Employee Valuing and Interdependence Among Work Outcomes, (16) **James F. Porac** and **Gerald R. Salancik**, Business Administration, University of Illinois.

Effects of Work Group Size and Task Size on Observers' Job Characteristic Ratings, (16) **Carl I. Greenberg**, Union Pacific Railroad, Omaha, Nebraska, and **Yau-de Wang** and **Dennis L. Dossett**, University of Nebraska at Omaha.

Cognitive, Affective, and Behavioral Determinants of Performance: A Process Model, (16) **Peter W. Dorfman**, Department of Management, New Mexico State University, and **Walter G. Stephan**, New Mexico State University.

Effects of Critical Organizational Events on Strain among Nursing Students, (33, 16) **Dov Eden**, Faculty of Management, Tel Aviv University.

Employee Innovation: A Model and Empirical Test, (16) **Lee O. Sanborn** and **R. J. Bullock**, University of Houston.

Role Stress: Some Consequences, (16, 33) **Darlene Roberts** and **Andres Inn**, Wayne State University.

**11:00-12:50** SYMPOSIUM: APPLYING ITEM RESPONSE THEORY/ITEM BIAS TECHNIQUES TO I/O PROBLEMS (ROOM 216A/CC), **Gail H. Ironson**, University of South Florida, Chair.

Participants:

**Robin Lissak** and **Michael Bougan**, University of Illinois. Detecting Item Bias in Ability and Selection Tests (16, 18).

**G. Ironson**, **R. Craig**, and **J. Canger**, University of South Florida. The Applicability of Item Bias Techniques for Ability and Selection Tests (16, 18).

**Jill Goldberg** and **Charles Hulin**, University of Illinois. Detecting Item Bias in Attitude Scale Translations (16, 18).

**Fritz Drasgow**, Yale University and **Michael Levine**, University of Illinois. Appropriateness Measurement When There are Omitted Responses (16, 18).

**Mark Reckase**, University of Missouri-Columbia. The Use of Tailored Testing in Personnel Measurement (16, 18).

**Charles Hulin** and **Robin Lissak**, University of Illinois and **Fritz Drasgow**, Yale University. Effect of Sample Size and Test Length on IRT Parameter Estimation.

Discussants:

**Robert Guion**, Bowling Green State University.

**Malcom Ree**, Air Force Human Resources Lab, San Antonio, Texas.

**1:00-2:50** SYMPOSIUM: APPLICATION OF SOCIAL LEARNING THEORY IN THE 80's (ROOM 214A/CC), **Milton D. Hakel**, Ohio State University, Chair.

Participants:

**Phillip J. Decker**, School of Business, University of Missouri. Enhancing the Attentional and Retentional Processes in Behavior Modeling Training (16, 32).

**Howard M. Weiss**, Purdue University. Models as Role Information Sources in Organizations (16, 32.1).

**Gerald L. Stone**, University of Iowa. A Mediational Approach to Counselor Development (16, 2.12, 2.2).

**John Krumboltz**, National Center for Research in Vocational Education, Ohio State University. A Cognitive-Behavioral View of Career Decision-Making (16, 2.10, 2.2).

Discussant:

**John P. Campbell**, Elliot Hall, University of Minnesota.

**3:00-4:50** SYMPOSIUM: THE DEVELOPMENT OF JOB-RELATED MEDICAL STANDARDS (ROOM 214C/CC), **Edwin A. Fleishman**, Advanced Research Resources Organization, Washington, D.C., Chair.

Participants:

**David C. Myers**, Advanced Research Resources Organization, Washington, D.C. A Methodology for Linking Medical Symptomatologies with Physical Requirements of Jobs (16).

**John W. Kohls**, California Commission on Peace Officer Standards and Training, Sacramento, California. Selecting Personnel on the Basis of Job-Related Evaluations of Medical Conditions (16).

**Deborah L. Gebhardt** and **Linda J. Weldon**, Advanced Research Resources Organization, Washington, D.C. Mapping Physically Demanding Jobs Against Empirically Derived Fitness Levels (16).

Discussants:

**David Discher**, Department of Industrial & Environmental Medicine, San Jose Medical Clinic, Inc., San Jose, California.

**Cecil Marr**, Loew & Marr, Los Angeles, California.

**5:00-5:50** 1980 Cattell Award Co-Winners: **Frank J. Landy**, **James L. Farr**, and **Rick R. Jacobs**, Pennsylvania State University. Utility Concepts in Performance Measurement. **Sandra L. Kirmeyer**, Cornell University. Employee Reactions to Job Demands in Service Settings. (Room 214B/CC).

FRIDAY, AUGUST 28

**9:00-10:50** SYMPOSIUM: INDIVIDUAL ASSESSMENT FOR CAREER PLANNING (ROOM 209/CC), **Manual London**, American Telephone and Telegraph Company, Morristown, New Jersey, Chair.

Participants:  
**Patrick R. Pinto**, Industrial Relations Center, University of Minnesota. Using Evaluation of Current Performance in Career Planning (16).  
**David P. Campbell**, Center for Creative Leadership, Greensboro, North Carolina. Using Standardized Tests in Career Planning (16).  
**Lowell Hellervik**, Personnel Decisions, Inc., Minneapolis, Minnesota. Using Clinical Evaluations in Career Planning (16).  
**Karen S. Lyness and Joseph L. Moses**, American Telephone and Telegraph Company, Morristown, New Jersey. Career Planning as an Advanced Potential Assessment Program (16).

Discussant:  
**John H. Zenger**, Zenger-Miller, Inc., Menlo Park, California.

**11:00-12:50** SYMPOSIUM: NEW DIRECTIONS IN IMPROVING PERFORMANCE APPRAISAL EFFECTIVENESS (ROOM 209/CC), **Walter W. Tornow**, Corporate Personnel Research, Control Data Corporation, Minneapolis, Chair.

Participants:  
**H. John Bernardin and Jamie J. Carlyle**, Virginia Polytechnic Institute and State University. Improving Rater Training (16).  
**William H. Cooper**, School of Business, Queens University at Kingston. Improving the Measurability of Performance (16).  
**Jeffrey S. Kane**, Office of Personnel Management, Washington, D.C. Improving the Measurement Basis of Appraisals (16).  
**Edward E. Lawler, III and Monty Mohrman**, Graduate School of Business, University of Southern California. Improving the Contextual Fit of Appraisal Systems (16).

Discussant:  
**Sheldon Zedeck**, University of California, Berkeley.

**1:00-2:50** SYMPOSIUM: COGNITIVE MODELS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (ROOM 211/CC), **Angelo S. DeNisi**, College of Business Administration, University of South Carolina, Chair.

Participants:  
**Robert Lord**, University of Akron. Heuristic Social Information Processing: An Example Based Upon Leadership Categorization (16).  
**L. L. Cummings**, Graduate School of Business, University of Wisconsin-Madison. The Role of Cognitions in Understanding Reactions to Task Characteristics (16).  
**Bruce Meglino and Angelo DeNisi**, College of Business Administration, University of South Carolina, **Thomas Cafferty**, University of South Carolina, and **Stuart Youngblood**, College of Business Administration, Texas A & M University. A Cognitive View of the Performance Appraisal Process (16).

Discussant:  
**Ken Hammond**, Institute for Behavioral Sciences, University of Colorado.

3:00-4:50

SYMPOSIUM: EMPLOYEE THEFT: RESEARCH, THEORY, AND APPLICATIONS (ROOM 209/CC), **William Terris**, DePaul University, Chair.

Participants:

**Leonard Bickman**, Westinghouse Evaluation, Evanston, Illinois. Employee Theft in the Retail Setting (16).

**David J. Cherrington and J. Owen Cherrington**, Department of Organizational Behavior, Brigham Young University. Factors Associated with the Honesty of Retail Employees (16).

**John W. Jones**, London House Management Consultants, Inc., Park Ridge, Illinois. Dishonesty, Staff Burnout, and Employee Theft (16).

**Priscilla Maynard**, Department of Criminal Justice, Marshall University. Energy Security: Employee Theft in the Coal Fields (16).

**William Terris**, DePaul University. Personnel Selection as a Method of Reducing Employee Theft (16).

Discussants:

**David Farrington**, Institute of Criminology, University of Cambridge.

**Paul R. Sackett**, School of Business, University of Kansas.

### SPECIAL ANNOUNCEMENT: **Edwin E. Ghiselli Award**

The Edwin E. Ghiselli Award will replace the James McKeen Cattell Award as the designation for the best proposal for research in I/O Psychology. Named after one of the chief proponents of a broad approach to research in I/O Psychology, the Ghiselli Award will become a symbol of excellence for those who earn it.

The Ghiselli Award needs to be funded by I/O Psychologists and their organizations. Each I/O Psychologist should feel the necessity to contribute at least \$10.00 for the establishment of the Ghiselli Fund and organizations which employ I/O types need to be asked for contributions. The Ghiselli Award is as important as anything else we support because it looks to the future; the award is for proposals, not accomplishment.

Send contributions to the Secretary-Treasurer, **Lew Albright**, **Kaiser Aluminum & Chemical Corp.**, 300 Lakeside Drive, Room KB 2140, Oakland, CA 94643, today. All contributions should be made out to "Ghiselli Fund." All contributions are tax deductible. Let's make this happen by showing our commitment to research.

## Books of Special Interest to TIP Readers

### MEASUREMENT THEORY FOR THE BEHAVIORAL SCIENCES

Edwin E. Ghiselli, *late of University of California, Berkeley*

John P. Campbell, *University of Minnesota*

Sheldon Zedeck, *University of California, Berkeley*

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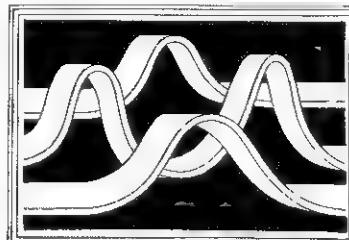
### INTRODUCTION TO DESIGN AND ANALYSIS

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Geoffrey Keppel and

William H. Saufley, Jr.

*University of California, Berkeley*



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## PUBLIC RELATIONS COMMITTEE REPORT

Jerry Niven

A.P.A.'s creation of a Public Information Committee this past year has given Division 14's Public Relations Committee a counterpart with which to react. The committee has provided APA's committee with recommendations concerning its operation particularly in terms of supporting the Division 14 P.R. objectives. **Steve Wunder** has undertaken the task of identifying Division 14's 1981 Convention Program symposia and guest speaker topics of general public interest so that APA's Office of Public Information can call their attention to the media during the convention. As mentioned in an earlier issue of *TIP*, A.P.A.'s Media Guide is available to Division 14 members upon request.

**John Bernardin** has coordinated the identification of speakers for graduate and undergraduate groups. Recent Divisional participants and schools include **Dana Farrow**, **Val Marks**, and **Neal Thornberry** at Florida International University, **Val Marks** at Westminster College, **Neal Thornberry** at Boston University and **Jerry Niven** at the University of Washington. Division 14 members addressing student groups are encouraged to inform John Bernardin of the school and date.

**Mark Lifter** continues to maintain relationships with industrial groups in identifying speakers and topics. He can be contacted with either recommendations or requests regarding speakers.

**Ed Robinson**, with **Paul Duffy's** help, has been developing a suggested presentation outline for Division 14 speaker use with business and governmental groups. Contact Ed at Training House, 541 High Street, Westwood, MA 02090, if you are interested in a copy.

Throughout the year the committee has also responded to a number of requests from students, potential students and psychologists from other disciplines regarding careers in or activities of Industrial/Organizational Psychology.

Finally, at its winter meeting, the Executive Committee of the Division voted to merge the activities of the Public Relations and Public Policy and Social Issues Committee into a new External Affairs Committee. Division 14 members will be asked to approve this by-laws change next fall.

### ANNOUNCEMENT

**LAW AND HUMAN BEHAVIOR** invites you to submit manuscripts for a special issue of the journal, which will focus on finding solutions to current problems with "PSYCHOLEGAL ASSESSMENTS, DIAGNOSES, AND TESTIMONY." The deadline is January 15, 1982. For more information, write **Amiram Elwork, Ph.D.**, Law-Psychology Graduate Program, Hahnemann Medical College and Hospital, 230 North Broad Street, Philadelphia, PA 19102.

## REPORT FROM THE WORKSHOP COMMITTEE

TOVE HELLAND HAMMER

In addition to the annual workshops presented at APA in Los Angeles, the Workshop Committee offered regional workshops this year. The feasibility of Division 14 sponsored workshops at regional I/O meetings has been discussed for some time, and the Committee decided to test the waters at two meetings this spring.

In collaboration with **Ron Johnson** and **Larry Siegel** of the Southeastern Industrial-Organizational Psychological Association (SEIOPA), we offered a workshop on Performance Appraisal at the Southeastern Psychological Association (SEPA) meeting in Atlanta, on March 24. **Jon Bentz** was the workshop leader and **Don Grant** helped us greatly as coordinator. **Erich Prien** and **Brian O'Leary** from the Continuing Education Committee arranged for CE credits and participant evaluation of the workshop. Twelve people signed up for the workshop and nine attended.

The workshop itself was favorably received. The low number of participants is a problem for the Committee, however, because of the expense and effort involved in arranging regional workshops. The main reason why we decided to offer a workshop in connection with the SEPA meeting instead of at other regionals, such as EPA and MPA, is the relative strength of I/O psychology in SEPA. Reports from I/O psychologists involved in EPA and MPA about the vitality of I/O psychology in these associations are not encouraging. If Division 14 sponsored regional workshops are to flourish, there obviously has to be people in attendance at the meetings. The Workshop Committee is now discussing the necessary planning it will take to make regional workshops viable, and we would appreciate receiving your constructive suggestions or random thoughts on this issue.

A second workshop was conducted in connection with the Graduate Student Conference at Michigan State University on April 25. The topic was Performance Appraisal, offered by **Jon Bentz**. It was intended to be similar in format to the SEIOPA workshop. Attendance was limited to 30 graduate students, and 55 showed up, so Jon Bentz had to alter the format somewhat to accommodate the overflow crowd.

The Graduate Student Conference Workshop was done strictly on an experimental basis. The Long Range Planning Committee is discussing ways to encourage participation by advanced graduate students in Division 14 activities, and a workshop for the graduate students at their annual conference is one option available to us. Because the students are non-paying participants, the Workshop Committee budget has to absorb all costs connected with such a venture, and we are now working on ways to conduct such workshops which would minimize expenses and maximize results.

We would like to be able to offer regional workshops on a regular basis. This will require a positive response on the part of Division 14 members, however. We are not sure whether the graduate students are best served by workshops at their own conference or whether special activities at the annual convention—along the lines of the Academy of Management's student program—would be better. We welcome your comments on both regional and graduate student workshops. Please send them to: **Tove Helland Hammer, New York State School of Industrial & Labor Relations, Cornell University, Ithaca, New York, 14853.**

## Government Research Activities

LAUREL W. OLIVER

Originally I had intended that this column would review behavioral and social science research and development in the Federal government. Given the variations among agencies in handling this type of research, however, it seems advisable to restrict the discussion to behavioral and social science research and development in the Department of Defense (DoD), with which I am most familiar. I hope those of you in other governmental organizations will provide me with information for future columns.

Social science research and development for DoD is funded entirely by the Defense Advanced Research Projects Agency (DARPA), the Office of Naval Research (ONR), the Air Force Office of Scientific Research (OSR), and the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). This funding is accomplished by contracts. The *Commerce Business Daily* (a periodical published by the Department of Commerce) carries announcements of requests for proposals which are open to competitive bids by prospective contractors. These funding organizations will also consider unsolicited proposals.

You may have heard, and perhaps not completely understood, the numbers which are used to identify the DoD research and development categories falling under Research, Development, Test, and Evaluation (RDT&E) appropriations. There are five such categories: 6.1, 6.2, 6.3, 6.4, and 6.5. (These are referred to as "Six point one" or, more usually, "Six, one," "Six, two," etc.) Behavioral and social science research and development tend to fall into the first three of these which, for the purpose here, are defined as follows:

"*Research 6.1*" is considered basic research. It includes "all effort of scientific study and experimentation directed toward increasing knowledge and understanding in those fields of the physical, engineering, environmental and life sciences related to long-term national security needs. It provides fundamental knowledge required for the solution of military problems. It forms a part of the base for (a) subsequent exploratory and advanced developments in Defense-related technologies, and (b) new and improved military functional capabilities in areas such as communications, ... and personnel support."

"*Exploratory Development 6.2*" is applied research. It includes "all effort directed toward the solution of specific military problems, short of major development projects (which) may vary from fairly fundamental applied research to quite sophisticated bread-board hardware... The dominant characteristic of this category of effort is that it be pointed toward specific military problem areas with a view toward developing and evaluating the feasibility and practicability of proposed solutions and determining their parameters..."

"*Advanced Development 6.3*" is development rather than research. This category is subdivided into technology demonstration (6.3A) and system demonstration (6.3B). It includes "all efforts directed toward projects which have moved into the development of hardware for test. The prime result of this type of effort is proof of design concept rather than the development of hardware for service use. Projects in this category have a potential military application."

The "*Engineering Development 6.4*" and "*Management and Support 6.5*" categories do not generally involve behavioral and social science research or development.

The "technology base" (another commonly used term) encompasses all work

in the 6.1, 6.2, and 6.3A categories. The concept is that this is work which advances technology on a broad front without specific application in mind at the time it is carried out and, when successful, is "on the shelf" for application when needed.

It should be emphasized that these categories are budget and accounting classifications. They do not necessarily represent the real world of research and development in which processes are not neatly divided into discrete steps and are not always uni-directional. There are examples (mostly in the hard science areas) where development was handicapped by the lack of basic research and, in fact, stimulated the needed research. Thus research and development may well be a cyclical, interactive process rather than one involving an orderly progression from basic research to application, as it is often pictured to be.

Comments on this discussion or on other aspects of Government research activities are welcomed. Please send them to **Laurel W. Oliver, Army Research Institute, 5001 Eisenhower Ave., Alexandria, VA 22333 (202-274-8293 or AUTOVON 284-8293).**

## CONFERENCE ON PERFORMANCE EVALUATION

On November 6-8, 1981, a conference on Performance Evaluation, co-chaired by **Frank Landy** and **Shelly Zedeck**, will be held in Dallas, Texas. It is sponsored by the Office of Naval Research and the Office of Personnel Management. The major activity proposed is to involve 26 selected theorists and researchers to suggest future directions for new research. The conference will address four categories of issues: 1) Philosophical, Ideological and Societal issues; 2) Organizational and Sub-Organizational issues; 3) Individual and Social issues; and 4) Methodological and Measurement issues. Attendance is limited and by application/invitation only. For application materials or more information, please contact: **Jan Cleveland, Department of Psychology, The Pennsylvania State University, University Park, PA 16802, 814-865-1671.**

## EEOC WANTS YOU!

The Equal Opportunity Commission frequently receives requests for the names of industrial/organizational psychologists who could assist as consultants and expert witnesses in employment discrimination disputes, including disputes involving the Uniform Guidelines on Employee Selection Procedures, 29 C.F.R. 1607. The Commission from time to time itself has need for such services in administrative proceedings and litigation. Individuals with expertise in industrial/organizational psychology who wish to make their services available in employment discrimination disputes as consultants or expert witnesses should send a resume, including a statement of areas of special competence and reference to prior work as consultant or expert witness, to: **Dee Ann Soder, Office of Systemic Programs, Equal Employment Opportunity Commission, Washington, D.C. 20506.** The Commission will provide a list of the names, addresses, and areas of professed competence of persons responding to this solicitation to members of the public asking for consultants and experts in the field. Such referrals will not constitute endorsement or approval by the Commission of individuals, procedures, or theories.

## JOURNAL REVIEW SERVICE

R. F. BOLDT

Reviewers: A. R. Bass, R. F. Boldt, P. J. O'Neill, L. B. Plumlee, M. Rosenfeld  
**EQUAL EMPLOYMENT OPPORTUNITY AND LEGAL ISSUES**

Conlon, G. A plaintiff who was not promoted to a highly-skilled position may establish a *prima facie* case of employment discrimination under Title VII of the Civil Rights Act by use of statistical evidence reflecting the minimum objective qualifications necessary to be eligible for promotion, *Cavis vs. Califano*, 21 Fair Employment Practices Case 272 (D.C. Directory 1979), *Cincinnati Law Review*, 49, 1980, 495-505. The subject decision implies that subjective criteria that are used for promotion may not, for purposes of litigation, be used to restrict the relevant labor pool to one with higher qualifications. (RFB)

Fallon, R. H. Jr. To each according to his ability, from none according to his race: the concept of merit in the law of antidiscrimination. *Boston University Law Review*, 60, 815-877. Philosophical-legal discussion of the concept of individual merit and its application in employment and education. (RFB)

Finkelstein, M. O. The judicial reception of multiple regression studies in race and sex discrimination cases. *Columbia Law Review*, 80, 737-754. Discusses cases using regression in hiring and back pay, with a more extended discussion of problems in placement and promotion, including use of an appropriate variable, omission of important variables, time-censoring of the data and data errors. (RFB)

Fisher, F. M. Multiple regression in legal proceedings. *Columbia Law Review*, 80, 702-736. Discusses assumptions (not always accurate), variables, goodness of fit, and legal uses (discrimination in wages, antitrust damages in price-fixing cases, punishment as a deterrent to crime) of multiple regression. (RFB)

In the *Indiana Law Journal*, 55; Cohn, R. M., On the use of statistics in employment discrimination cases, 493-513; Shoben, E. W., In defense of disparate impact analysis under Title VII: A reply to Dr. Cohn, 515-536; Statistical laws and the use of statistics in law: a rejoinder to Professor Shoben, 537-549. Debate on statistical tests of the 4/5 rule, on analytical procedures to detect adverse impact, and on analysis to establish BFOQs. (RFB)

Licata, C. S. Beyond the Bennett amendment: establishing a *prima facie* case of sexual discrimination in compensation under Title VII, *St. John's Law Review*, 54, 738-766. Reviews case law and suggests legal approaches to litigation on sexual compensation discrimination. (RFB)

Taub, N. Keeping women in their place: stereotyping *per se* is a form of employment discrimination, *Boston College Law Review*, 21, 345-418. Social science studies and cases are interpreted to imply the need to interpret as unlawful adverse employment actions that occur due to role expectations associated with class membership, even in the absence of a comparative standard. (RFB)

Thornton, G. C., Benson, P. G. Industrial psychologists as expert witnesses: role conflicts in fair employment litigation, *Labor Law Journal*, 31, July 1980, 417-429. This psychologist-authored article discusses I/O psychologists' contributions to and conflicts about litigation. (RFB)

Wasern, M. R. The comparable worth theory: a critical analysis. *Baylor Law Review*, 32, 629-638. Very brief discussion of the move toward equal pay for comparable worth. (RFB)

## MEASUREMENT

Avolio, B. J., Alexander, R. A., Barrett, G. V., & Sterns, H. L. Designing a measure of visual selective attention to assess individual differences in information processing. *Applied Psychological Measurement*, 1981, 5, 1, 29-42. Investigation of reliability and validity of new measure (Visual Selective Attention) of individual differences in information processing and discussion of possible practical applications of the new measure. (ARB)

Dillon, R. F. & Wisher, R. A. The predictive validity of eye movement indices for technical school qualifying test performance. *Applied Psychological Measurement*, 1981, 5, 1, 43-50. Found significant correlations between various eye scan indices and performance on the Armed Forces Qualifying Test, suggesting implications of such findings for selection and training for certain jobs and tasks. (ARB)

Filstead, W. J. Using qualitative methods in evaluation research, an illustrative bibliography, *Evaluation Review*, 5, 1981, 259-268. Approximately 150 references on the climate, philosophy, data collection techniques, examples, and interpretation of qualitative evaluation projects. (RFB)

Haskins, J. B. A precise notational system for planning and analysis. *Evaluation Review*, 5, 1981, 73-50. Describes a notational system characterizing original research studies and applies it to field, laboratory, trend, cohort and other designs. (RFB)

Hirsch, L. & Wiegele, T. C. Methodological aspects of voice stress analysis. *New Directions for Methodology of Social and Behavioral Science*, 1981, No. 7, 89-103. Reviews findings from analysis of voice microtremors as a measure of stress. (LBP)

Pugh, W. M. A regression solution to the problem of criterion score comparability. *Applied Psychological Measurement*, 1981, 5, 1, 113-124. Study showing superiority of regression method for estimating missing observations when criterion measures for each individual are obtained over a period of time but some observations are missing for some individuals. (ARB)

Ree, M. J. The effects of item calibration sample size and item pool size on adaptive testing. *Applied Psychological Measurement*, 1981, 5, 1, 11-20. Computer simulation study of the effects of sample size and number of items, using the three-parameter logistic model, on estimation of ability using adaptive testing. Results suggest minimum number of items and minimum calibration sample size necessary for different testing purposes. (ARB)

Schmitt, N. Rasch analysis of the Central Life Interest Measure. *Applied Psychological Measurement*, 1981, 5, 1, 3-10. Application of the Rasch model for item analysis to date from a rather well-known work-value questionnaire, indicating a good fit of the model to the item response data. (ARB)

Soar, R. S., & Soar, R. M. Walking the tightrope in data processing. *Phi Delta Kappa CEDR* (Center on Evaluation, Development, and Research), Spring 1981, 17-21. Describes how to use widely available computer programs to check data characteristics (out-of-range or improbable scores, ceiling effects, or nonlinear relations), to verify that the cards are in the correct order (collating errors), and to confirm the results of statistical analysis. (PFO)

Weiss, D. J. & Davison, M. L. Test theory and methods. *Annual Review of Psychology*, 1981, 32, 629-58. Classical test theory and methods (including generalizability theory), alternatives to classical theory, validity, and test fairness. (LBP)

## STATISTICAL METHODOLOGY

Drehmer, D. E. and Morris, G. W. Cross-validation with small samples: an algorithm for computing Gollob's estimator. *Educational and Psychological Measurement*, 1981, 41, 195-200. Describes Gollob's procedure and presents computational strategy in matrix notation. (LBP)

Dyer, F. J. Application of power analysis concepts to test reliability research. *Educational and Psychological Measurement*, 1980, 40, 301-306. Discusses use of a power test in evaluating a reliability coefficient. Provides tables on probability for observing a given reliability for certain values of N and estimated population reliability. (LBP)

Fleiss, J. L. Balanced incomplete block designs for interrater reliability studies. *Applied Psychological Measurement*, 1981, 5, 1, 105-112. Presents statistical procedures for estimating interrater reliability when there is interest in comparing raters' mean levels, it is desired that each rater mean be estimated with the same precision, each ratee is rated by some (but not all) the raters of interest, and all ratees rated by the same number of raters. (ARB)

Hamer, R. M. & Cunningham, J. W. Cluster analyzing profile data confounded with interrater differences: A comparison of profile association methods. *Applied Psychological Measurement*, 1981, 5, 1, 63-72. Empirical comparison of seven profile association methods (for clustering jobs, in this study) in terms of suitability when different raters rate different jobs, where differences in rater means and variances are confounded with true profile differences. (ARB)

Lastovicka, J. L. The extension of component analysis to four-mode matrices. *Psychometrika*, 1981, 46, 47-57. Describes a procedure for component analysis of factors within four different modes. Illustrated by analysis of reactions to television advertisements relative to the modes of individual, exposure occasion, advertisement, and item. (LBP)

Nash, J. C. The micro-mathematician (series); Generalized inverse matrices. *Interface Age*, 1980, 5, 32-39. Provides discussion and a program in Basic for inverting matrices on a micro-computer. Includes program for polynomial least squares fit. (LBP)

#### ORGANIZATIONAL BEHAVIOR

Bergan, J. R. The structural analysis of behavior: an alternative to the learning-hierarchy model. *Review of Educational Research*, 1980, 50, 625-646. Summarizes approaches to assessing skill pre-requisites and discusses limitations. Proposes a structural model based on path analysis. (LBP)

Berman, J. J. & Zimpfer, D. G. Growth groups: Do the outcomes really last? *Review of Educational Research*, 1980, 50, 505-524. Summarizes research on durability of outcomes of encounter and other growth group programs. (LBP)

Thompson, P. A., Brown, R. D., Furgason, J. Jargon and data do make a difference: the impact of report styles on lay and professional audiences. *Evaluation Review*, 1981, 5, 269-279. Experimental study of the effects of jargon and data on businessmen's and educators' agreement with report recommendations and perception of evaluations. (RFB)

The entire issue of *Public Personnel Management*, Vol. 10, No. 1, 1981 is devoted to articles about professional ethics. The articles listed below are illustrative of those in this issue: (MR)

Worthy, J. A. Ethics and Public Management: Education & Training. *Public Personnel Management*, 1981, 10, 41-47. This article offers an "environmental" approach to ethics education that has proven successful in federal, state, and local government settings.

Hays, S. W. & Gleissner, R. R. Codes of Ethics in State Government: A Nationwide Survey. *Public Personnel Management*, 1981, 10, 48-58. Describes codes of ethics in the fifty states and identifies major trends in the administration, enforcement, and content of these codes.

Bowman, J. S. The Management of Ethics: Codes of Conduct in Organizations. *Public Personnel Management*, 1981, 10, 59-66. Discusses the role of the individual and the organization in the management of ethics.

#### MORE EEO ISSUES

JAMES C. SHARF

#### BUSINESS NECESSITY CLARIFIED AND "BOTTOM LINE" CONFOUNDED IN TWO APPEALS DECISIONS

The *Contreras* decision that job relatedness satisfies the Supreme Court's "business necessity" standard established in *Griggs* clarifies earlier contradictory holdings in the Ninth Circuit, and "...respects the employer's right to seek maximum employee productivity and efficiency."

The *Teal* decision while legally correct makes life difficult in practice. Congress wrote Title VII to protect the rights of the individual and while good "bottom line numbers" promised to keep the regulatory agencies at bay, the Second Circuit correctly decided that the rights of the individual could not be compromised by whatever benefits may have been derived by the class. Specifically a pass-fail written test cut-off having adverse impact could not be neutralized by the "bottom line" of the total selection procedure in which there was no adverse impact.

##### Business Necessity Clarified as Job-Relatedness

*Contreras v. City of Los Angeles*, *Daily Labor Report*, April 27, 1981, 80 (E1-E12).

In April '81, the Ninth Circuit affirmed a district court's decision that Oscar Contreras and five other Hispanic accountants formerly employed by the City of LA had not been discriminated against. Each had failed a written exam passage of which was required when their department's functions were transferred in 1976 to another city department falling under civil service regs, hence the testing requirement. The district court had found no adverse impact where 5 of 17 (29%) of Hispanics passed compared to 22 of 40 (55%) of the whites because of: 1) the absence of statistical significance in passing rates based on small samples, and 2) the failure of the plaintiffs to seriously prepare for the exam.

In reversing part of the decision, the Court of Appeals found adverse impact and then went to the question of what constituted a sufficient showing of "business necessity" to rebut the *prima facie* presumption of discrimination. The plaintiffs argued that *Blake v. City of LA* should govern where this same Circuit had required "...that an employer must prove not only that his screening device is job related (but) he must further prove it 'necessary to safe and efficient job performance'." The plaintiffs asked the Court to interpret *Blake* "...to suggest that business necessity is something over and above job relatedness—that is, over and above what is 'important to successful job performance'."

With regard to whether the accountants' exam was job-related, the Court chose to resolve conflicting precedents in the Ninth Circuit. In *Craig v. County of LA*, the same Circuit had concluded that tests must be "significantly job-related" while in *Blake*, they had held that in addition to showing job-relatedness, tests must be shown to be "necessary to safe and efficient performance."

The *Craig* test, by permitting job-related practices, views Title VII, as far as this case is concerned, as prohibiting only race-related employment criteria. The test maximizes employer freedom, restricting it only when employment decisions are made wholly or partially on the basis of race. It mandates employer color-blindness, but otherwise respects an employer's right to seek maximum employee productivity and efficiency. Thus, the *Craig*... test tolerates a disparate impact on racial minorities so long as that impact is only an incidental product of criteria that genuinely predict or significantly correlate with successful job performance, and does not result from criteria that make race a factor in employment decisions.

The interpretation of *Blake* referred to above, on the other hand, views Title VII as much more restrictive of employer decision-making. That reading would not tolerate a disparate impact on racial minorities that results from job-related criteria. So understood, *Blake* would allow disproportionately impacting criteria only when forbidding them would seriously damage the business, that is, when they are 'necessary' to operation of the business. Such a test would thus minimize an employer's freedom, permitting him to employ disproportionately impacting criteria only if he can prove them necessary to the functioning of his enterprise. That such criteria are effective predictors of employee performance is insufficient under this view of Title VII. Thus, such a test would prohibit some pre-employment screening devices permitted by the *Craig*... test: devices that actually predict employee performance, but that cannot be proven necessary to the operation of the business."

Having then gone to the legislative history of Title VII to learn of Congressional intent in this matter, the Court of Appeals observed: "...we conclude that the employer's burden of proof required by *Craig*... is more consistent with Congress' Title VII intent than the employer's burden of proof required by the interpretation of *Blake* suggested above. Our review of Supreme Court case law reinforces this conclusion."

So Much for the "Bottom Line"

*Teal v. State of Connecticut, Daily Labor Report, April 8, 1981, 67, (D1-D4).*

The four black plaintiffs in *Teal* had been temporary Welfare Eligibility Supervisors employed by the Connecticut Dept. of Income Maintenance. In order to attain permanent status, candidates had to participate in sequential selection procedure which had a pass-fail written exam as the first step. All four plaintiffs failed the exam. The district court held that the plaintiffs failed to establish a *prima facie* presumption of discrimination since the 23% selection rate of blacks from the eligible pool of those who passed the exam was about 170% greater than that of the 13.5% selection rate of whites.

The Second Circuit overturned this decision in March '81 finding a *prima facie* presumption of discrimination based on the adverse impact of the written exam which was passed by 80% of white but only 54% of black candidates. The Appeals Court ignored the overall results ("bottom line") of the selection process and noted that the black selection rate on the written exam was 68% that of the group (whites) with the highest passing rate. In remanding the case back to the district court to hear arguments on the job-relatedness of the written exam, the Court of Appeals noted:

"Viewing the overall results of a selection process ordinarily is a prudent course to pursue, since it places the burden upon the defendant to demonstrate job-relatedness only in situations in which courts can determine with some degree of certainty that a selection device has discriminatorily denied an employment opportunity to members of a protected class. Where all of the candidates participate in the entire selection process, and the overall results reveal no significant disparity of impact, scrutinizing individual questions or individual subtests, would indeed 'conflict with the dictates of common sense' *Kirkland*. Where, however, an identifiable pass-fail barrier denies an employment opportunity to a disproportionately large number of minorities and prevents them from proceeding to the next step in the selection process, a different result must obtain. Otherwise we would be adopting the position that regardless of the language of the statute Congress intended Title VII to protect faceless groups rather than individuals.... In the case at bar, an employee selection device produced a readily discernible disparate impact upon the black candidates. The affirmative action effort taken by the defendants at the end of the process was of little comfort to the candidates who were not permitted to proceed beyond the allegedly discriminatory pass-fail barrier. Title VII was designed to protect the rights of individuals. 'It is clear beyond cavil that the obligation imposed by Title VII is to provide an equal opportunity for each applicant regardless of race...' *Furnco*."

## Meetings: Past and Future

(1) The Fourth annual symposium on Applied Behavioral Science was held May 21 and 22 in Blacksburg, VA. The conference was well attended with representatives from all parts of the U.S. representing federal and state governments, academicians, the military, and consultants.

The theme of the symposium was "Women in the Work Force" and featured a tribute to **B. von Haller Gilmer**, professor of Psychology at Virginia Tech.

**Max Wortman**, president-elect of the Academy of Management and Professor of Management at Virginia Tech, opened up the symposium with an "Overview of Research on Women in Management." His talk included a list of over 100 research questions still unanswered that are pertinent to women in management. **Martha T. Mednick**, Professor of Psychology from Howard University and former president of Division 35 of APA next presented "The Psychological Study of Women's Achievement: Implications for Social and Personal Change." **Ben Rosen**, Professor of Business Administration at the University of North Carolina, then presented an integration of his voluminous empirical work on women and employment in a paper entitled "Career Progress of Women: Getting In and Staying In." Next, **Karen Klenke-Hamel** from the Department of Psychology at Old Dominion University presented the **B. von Haller Gilmer Award** winning paper entitled "Causal Determinants of Job Satisfaction in Dual Career Couples." Karen won the award over 18 other papers submitted in blind review competition. **Richard W. Beatty** of the University of Colorado and **James R. Beatty** of San Diego State University finished a close second with their paper entitled "Job Evaluation and Discrimination: Current Status, Productivity Implications, and Research Needs." It was fitting the first annual **Gilmer Award** would be for a paper on women in the work force because, as **Jim Terborg** pointed out, Dr. Gilmer devoted considerable attention to this area in his text, *Industrial and Organizational Psychology*, long before it was a popular subject for researchers. The Department of Psychology at Virginia Tech wishes to thank **John Hager**, **Jeff Kane**, **Jim Mitchel**, **Earl Pence**, and **Mary Zalesny** for their participation in the blind review process.

**Marv Dunnette** opened up Day 2 of the symposium with a paper co-authored by **Steve Motowidlo** entitled "Estimating Benefits and Costs of Anti-Sexist Training Programs in Organizations." **Kay Deaux**, professor of Psychology at Purdue and president-elect of the Midwestern Psychological Association, next provided some rare data on women blue-collar workers in "Hard-Hatted Women: Reflections on Blue-Collar Employment." **Virginia O'Leary**, administrative officer for APA and associate editor of the *American Psychologist*, followed with a model (co-authored by **Ronald D. Hansen**) of how effort is perceived in "Trying Hurts Women, Helps Men: The Meaning of Effort."

**Max Wortman** had commented in his opening remarks on the paucity of longitudinal studies in the area of women in the work force. However, **Jim Terborg** (Department of Management at the University of Oregon) only one day later began to fill this void in the symposium's final paper, tersely entitled "Socialization Experiences of Women and Men Graduate Students in Male Sex-Typed and Non-Sex-Typed Career Fields: A Longitudinal Investigation" (co-authored by **Mary Zalesny** and **Mark Tubbs**).

The proceedings of the conference are being prepared for publication.

Lexington Books, a division of D. C. Heath, recently published the first two symposia on Applied Behavioral Science (see *TIP*, February, 1980, p. 36 for a list of contributors). Readers interested in the volume should contact **Joe Sgro** at the **Department of Psychology, Virginia Tech, Blacksburg, VA 24061**.

(Editor's Note: This review was written by **John Bernardin**.)

(2) The National I/O-OB Graduate Student Convention was conceived and developed and is run by graduate students in I/O Psychology and Organizational Behavior Programs. The primary purpose of the convention is to provide an opportunity for graduate students to meet as professionals and share research and ideas, as well as to compare programs and establish contacts and friendships. The convention brings I/O students together with OB students in an attempt to foster more cooperation and closer ties between these two disciplines. The first convention was held at Ohio State University in 1980.

The second annual meeting of the National I/O-OB Graduate Student Convention was held April 24-26, 1981, at Michigan State University and by all accounts was an unqualified success! The convention was attended by over 160 graduate students representing 35 universities from coast to coast and Canada.

Among the 1981 convention highlights were:

- Over 70 colloquia and poster presentations by graduate students
- A lively and often heated debate between **John E. Hunter** (Michigan State Univ.) and **Richard S. Barrett** (Organizational Consultant) on employee selection procedures.
- Keynote addresses by **Richard M. Steers** (University of Oregon) whose topic was "Employee Turnover and Absenteeism: A Future Research Agenda" and **Virginia E. Schein** (Organizational Consultant) who addressed the issue of "Political Strategies for Implementing Change in Organizations."
- A workshop on "The Complete Performance Appraisal System" given by **Jon Bentz** of Sears, Roebuck and Company.
- An Assessment Center workshop conducted by **Eileen O'Shea** of American Telephone and Telegraph.
- A Panel Discussion entitled Preparing for the Non-academic Job Market moderated by **Mark Lifter** (Arthur Young and Company). The panel of discussants included **Bruce Ashton** (Arthur Young and Company); **David Brookmire** (General Motors); **Lester Hyder, Jr.** (Rohrer, Hibler and Replogle, Inc.); **Phyllis Mellon** (Michigan Dept. of Social Services); and **Jack Wiley** (National Bank of Detroit).

The Michigan State I/O-OB Convention Steering Committee (**Russell Barnes** (I/O), **David Bowen** (OB), **Linda Kohl** (OB), **Martha Lappin** (I/O), **Joseph T. McCune** (I/O), **Ronni Meritt** (I/O), **Arnon Reichers** (OB) and **Rich Strand** (I/O)) would like to thank the following individuals and organizations for their support and encouragement which helped ensure the success of this year's convention.

American Psychological Association—Division 14 (**Lewis Albright**)

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The I/O and OB faculty at Michigan State University

The Ohio State University I/O-OB Convention Steering Committee

**John Wakeley** (Memphis State University)

The MSU Convention Steering Committee is proud to announce that the I/O and OB Programs at the University of Maryland will host the Third Annual Convention.

(Editor's Note: This review was written by **Joseph T. McCune**.)

(3) The National Academy of Sciences, Washington, D.C., is sponsoring a symposium on the "Impact of Video Viewing on Vision of Workers," August 20-21, 1981. Topics will include the physiological basis and measurement of visual fatigue and aspects of work at video display terminals (VDTs) that can contribute to visual fatigue, including visual, ergonomic, and psychosocial factors. Radiation safety and ocular pathology will also be considered, and the concerns of VDT operators will be discussed. For further information please contact: **Key Dismukes, Study Director, Committee on Vision, National Academy of Sciences, 2101 Constitution Ave. N.W., Washington, D.C. 20418**.

(4) The 19th Annual Meeting of the Southern Management Association will be held November 11-14, 1981, at the Hilton Hotel in Atlanta, Georgia. This year's program will feature over 120 paper presentations, thematic panels, and seminars. Panels/Seminars will deal with such topics as "Limitations of Small Business Research," "International Aspects of Organizational Behavior," "Learned Helplessness," and "Preventive Labor Relations in the Private Sector." The featured luncheon speaker will be **William Ouchi** (UCLA), author of the recent best seller *Theory Z*, which deals with Japanese business practices. For further information contact: **Arthur G. Bedeian (Program Chair), Department of Management, Auburn University, Auburn, AL 36849**.

## Innovations in Methodology

RICHARD HACKMAN

The Conference on Innovations in Methodology for Organizational Research was held 25-27 March at the Center for Creative Leadership in Greensboro, NC. Plans for the conference were initiated over two years ago by the Executive Committee of Division 14. Support was provided jointly by the Office of Naval Research (**Bert T. King**, scientific officer) and the National Institute of Education (**Fritz Mulhauser**, scientific officer).

Over fifty participants attended the conference, from disciplines such as sociology, education, anthropology and political science as well as psychology. Each person participated in a number of workshops about various kinds of methodological innovation, and provided feedback to the presenting groups about how their materials might be made as widely useful as possible.

The six presenting groups are now preparing their materials for wider dissemination and possible publication. People who would like to borrow the conference materials to review and/or copy them prior to publication may do so for a nominal postage and handling fee. Contact **Ms. Ann Morrison, Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402 (919) 288-7210.**

One individual has agreed to serve as a contact person for continued, informal exchanges about each conference topic. This person will maintain a mailing list of people with interest in the topical area, and attempt to get an informal network of those people established and functioning. If you would like to join any of the networks, please contact the individual(s) listed below:

Innovations in quantitative techniques for organizational research:

**Dr. Larry James, School of Psychology, Georgia Institute of Technology, Atlanta, GA 30332.**

Innovations in qualitative methods for organizational research:

**Dr. Helen Schwartzman, Institute for Juvenile Research, 1140 S. Paulina St., Chicago, IL 60612.**

Innovative ways of making "judgment calls" in organizational research:

**Dr. Philip J. Runkel, College of Education, University of Oregon, Eugene, OR 94703.**

Innovative ways of designing research with implementation in mind:

**Dr. Jarold R. Niven, The Boeing Company, P.O. Box 3707 (M.S. 10-28), Seattle, WA 98124.**

Innovative ways of finding research problems:

**Dr. John P. Campbell, Department of Psychology (Elliott Hall), University of Minnesota, Minneapolis, MN 55455.**

Innovative ways of integrating research findings across studies:

**Dr. Frank Schmidt, U.S. Office of Personnel Management, 19th and E St., N.W. (Room 3330), Washington, DC 20415.**

## PERSONAL REFLECTIONS ON THE I/O-OB GRADUATE STUDENT CONVENTION

SHARON MacLANE

Participating in a gathering of the Great Thinkers of a discipline is a uniquely stimulating opportunity to experience the exchange and generation of ideas. Such will undoubtedly be the case for the Great Thinkers of Division 14 this summer in Los Angeles. However, a gathering of perhaps an even more stimulating nature was recently convened: the *Aspiring Great Thinkers* of Industrial/Organizational Psychology and Organizational Behavior met at Michigan State University to present and discuss their own research and concerns. Where the established Greats are familiar with one another's proclivities, specializations, and accomplishments, a group of Aspiring Greats enjoy the novelty of encountering unknown colleagues with untried ideas.

During the weekend of April 24-26, close to two-hundred graduate students and their guests met at the Michigan State campus in East Lansing, Michigan. Participants from fifty schools in twenty states, the District of Columbia, and Canada were represented. For this second annual convention invited addresses were given by **Richard Steers**, speaking on employee absenteeism and turnover, and by **Virginia Schein**, who discussed political strategies for implementing change in organizations. **John Hunter** and **Richard Barrett** debated validation issues in the Uniform Guidelines. In addition, representatives from Sears, Arthur Young, and AT&T hosted workshops on performance appraisal, entering the non-academic job market, and assessment centers.

The focus of the conference was not, however, the keynote addresses, but rather the presentations of over eighty graduate students. Forty-five papers, three symposiums, and twenty-seven poster presentations covered topics ranging from job stress and conflict to catastrophe theory to organizational intervention paradigms. The individual presentations were well attended and generated many questions and much lively discussion. The poster session was crowded with interested participants who stayed well past the scheduled hour. The students were receptive, sensitive, and encouraging in response to one another's work. The variations in theoretical emphases and methodologies provided a colorful mosaic of styles.

Perhaps some of the most interesting exchanges took place during the social hours at the end of the day. As a whole, the participants were unknown to each other and unseasoned in conference socializing. Active mixing came slowly, but once small groups formed, the students shared graduate school experiences and swapped stories about well-known sponsors. A general enthusiasm was evident in these discussions, and it was encouraging to know that these students would go on to become the vanguards in their field.

As the conference of I/O and OB graduate students establishes itself, and participants return two and three times, relationships will form and the group will develop its own identity. The steering committee at Michigan State should be enthusiastically congratulated for their superb job of planning and organizing this year's session. The conference was well publicized and an industrious group of reviewers read and personally responded to each submittal. A program complete with schedules and abstracts was presented to each participant, and members of the committee were always available for

questions. Their commendable administration is apparent in the fact that the conference concluded with \$1800 in the black. Three of the graduate student presenters will be given awards for outstanding papers at the Academy of Management conference this August, and a review of the proceedings will be given at the APA gathering this summer. Sixty-five of the conference attendants completed a lengthy survey concerning current IO/OB programs and graduate student activities, and the results will be submitted to the *American Psychologist* later this year.

Next year's conference is currently scheduled to take place at the University of Maryland. Because this is truly our forum, I strongly urge all graduate students to plan to attend. Investigate possible sources of funding, and finish research projects and papers in time for submittal next January. Professors should alert their students and encourage them to participate and represent their departments. As the attendance grows, so will the pool of new ideas and new faces that make aspiring so rewarding.

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- (4) HYDRIL, a petroleum industry service company, seeks a broad-based Industrial/Organizational Psychologist for its Human Resources Management organization. Incumbent would be responsible for developing and implementing a human resources planning activity concentrating on middle and senior management levels. Experience with performance appraisal systems, career and replaceability planning systems, position classification systems, and psychological assessment of managers a must. Ph.D. with 3-5 years industrial experience preferred. Send resume and salary history to **Arthur S. Gechman, Ph.D., Manager, Organization Consultation & Research, P.O. Box 60458, Houston, TX, 77205.** An affirmative action, equal opportunity employer.

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